

**PHASE TWO OF THE RESEARCH INVESTIGATION**

**THE CASE FOR SPORT IN THE WESTERN CAPE: SOCIO-ECONOMIC BENEFITS  
AND IMPACTS OF SPORT AND RECREATION**

Results of a research investigation undertaken by the

**Interdisciplinary Centre of Excellence for Sport Science and Development (ICESSD)  
University of the Western Cape**

And

**The Department of Cultural Affairs and Sport (DCAS)  
Western Cape Provincial Government**

Commissioned by DCAS

Editor & Researcher:  
Professor Christo de Coning

August 2018

## **Executive Summary**

*This study responds to a growing demand in the Western Cape Province for good monitoring and evaluation information, including base line statistics to ensure evidence-based decision-making. During May 2012, the Department of Cultural Affairs and Sport (DCAS) in the Western Cape, in partnership with the Interdisciplinary Centre for Sport Science and Development (ICESSD) at the University of the Western Cape (UWC) initiated such a multi-year research project and embarked on a research exercise to develop a “Case for Sport and Recreation in the Western Cape”. The Phase One period (2012 to 2014) culminated in the publication of the Case for Sport Report in January 2015. Following the 1<sup>st</sup> Phase of the Case for Sport Research programme (2012 to 2014), the research culminated in the publication of the Report: The Case for Sport: Benefits and Impacts of Sport and Recreation in the Western Cape in January 2015. Subsequently, the **2<sup>nd</sup> Phase of the Research programme (2015-2017)** consisted of research and survey results for 2015, 2016 and 2017. The research analysis, management of commissioned cases as well as the report writing for the second publication was completed in November and December 2017.*

*The **key information categories** for the study included participation and sport demography, governance and institutional information, economic and financial information, information on social benefits and environmental and infrastructure issues. The methodology included questionnaires sent to **123 Sport Federations in 2017, desk-top research and interviews with experts, commissioned research by the Bureau for Economic Research (BER) at Stellenbosch University, commissioned case studies as well as a story-telling portfolio.***

*Phase Two (2015-2017) of the **Case for Sport multi-year Research Programme (2012-2017)** showed that the impact of sport and development interventions has continued to increase, and that specific trends and tendencies have become apparent during the last two years. These trends include **increased massification** as well as **improved specialisation** in various sport and related fields. This period has, however, also seen slower **economic growth** and troubled financial prospects nationally, including cuts in sport and recreation budgets from public sector funds as well as a severe drought that has impacted negatively on sport fields and the use of facilities. It was noted at the Tri-lateral meetings with sport federations that several sport types, such as bowls, affected changes to address the drought situation. Various good examples exist. On the positive side, sport and recreation in the Western Cape has continued to show significant benefits in terms of **socio-economic initiatives and impacts.***

*Some of the significant results of the research include the **substantive increase in registered athletes and sport participants active in Sport Federations, also with respect to MOD centre participation, the performance of sport federations in development and transformation** as well as the **significance of various strategic initiatives**, as reflected in the portfolio of case studies developed for this Report. These cases show that dynamic organisations are active with innovative programmes which in many instances reflect state of the art international examples and benchmarking business cases of how sport and development programmes can be conceived and managed. The **relationships between government, federations, the universities, funders and NGOs have also been dynamic**, with many lessons to be learnt, especially with respect to the Tri-lateral annual agreements between DCAS, District Sport Councils and 123 Sport Federations in the Western Cape.*

*The case studies also show increasing **international links and the impact of the global sport community** on South African sport in many ways. Other than high performance sport, international organisations have also become active such as in the training field, e.g the IOC and TAFISA have increasingly become involved in the Western Cape with especially training, whilst a South African Pierre De Coubertin Committee, based in the Western Cape has been appointed. At other levels, some sport types find international sport governance challenging, also due to geographic marginalisation (see the case study on amateur wrestling). Also, of significance internationally has been the **South African leadership position with respect to Sport and Peace** in the UN International Working group as well as with CIGEPS (see the cases of the Foundation for Sport, Development and Peace), as well as the Quality Physical Education (QPE) Project of UNESCO where South Africa has been included as one of six pilot countries to review policy in PE and SS.*

*Overall, **sport federations have shown a significant effort in sport and development efforts** and much success with both development programmes as well as capacity building. The recent (2018) Tri-lateral meetings with all sport federations have shown that transformation and development programmes have become institutionalised within the vast majority of sport federations in the Western Cape. Serious problems with transformation is now the exception rather than the rule. Development programmes have shown a maturity in the development of young athletes and federations are now starting to reap the benefits of development programmes. These efforts are also evident in the number of high performance athletes represented in provincial and national teams. Other transformation issues, as referred to in the Transformation Charter, have also shown improvements. It is recommended that DCAS institute a sport and development scorecard system to be completed with Tri-lateral information for various reasons.*

*Civil society has become increasingly active in the sport and development field and cases by Amandla EduFootball, Grassroots Soccer, Dreamfield and the Foundation for Sport, Development and Peace have shown **a maturity in the implementation of programmes and that significant innovations and sustainable programmes are being managed by NGOs** with good relationships with Government and funders. All these NGOs have pioneered world-first sport and development programmes that are now rolled-out globally. The Western Cape sport community are therefore seen to be making an international contribution on the conceptual understanding as well as the practical know-how of implementing sport and development programmes. This is also true **for Provincial Government and DCAS in particular**, the only province that has facilitated a successful tri-lateral process over such a period of time, that has produced the case for sport research that are used internationally as well as the only province to have rolled-out an after-school S&D programme (the MOD Programme ) at a significant level over a sustained period of time. Many other examples exist. These experiences show that the research, M&E and KM capacities matter as evidence-based information is increasingly needed in these areas.*

***The governance of sport in the Western Cape has also improved** and various factors, such as the effectiveness of DCAS, some sport councils, the significance of the tri-lateral discussions and many other engagements have shown that with regard to the institutional arrangements in the Western Cape, some very special approaches are being followed. The Western Cape Provincial Sports Confederation has done very well in promoting the interests of federations but have experienced challenges in other areas, such as a lack of annual reporting and a lack of reporting on the Transformation Score card results.*

*The core findings of the Research on the Case for Sport in the Western Cape were that:*

- *The worldwide emphasis on the importance **of increased activity of the public** has also increasingly been prioritized in South Africa, both in the White Paper and NSRP, but also increasingly through popular activities and initiatives. Statistics in this area is still poor but the City of Cape Town research shows that physical activity levels in the Province are low, especially for women and girls. **Massification programmes in the Province have shown substantial impacts** as contained in this report.  
The poor rate of participation by woman requires urgent attention. Our research shows that NGO and Government efforts in this respect through the MOD centres, community events and by targeting specific sport types, such as netball, has been successful but that a major emphasis needs to be placed on efforts to encourage the youth, girls **and female youth** to be more active and to increase participation in sport and recreation in the next period.*
- *Whereas the number of registered sport participants for federations in the 2012/ 2013 Survey was **326, 925**, the number of registered sport participants of the same sport codes for the 2016/ 2017 year was **413,171**. This amounts to an increase of **86,246 participants** more, namely a 26% increase in registered sport participants.*
- *However, when the new category of registered gym members (222,360) is added as this information was not available previously, then the total number of registered sport participants increase from **413, 171** registered participants to **635,531** in 2016/2017.*
- *It is noted that **368,827** school children(including Mod Centres and federations) have been registered **for School Sport** by DCAS, and that amounts to **33.5%** of all enrolled learners in the Province (just more than 1.1 million pupils in the Province).*

#### **Sport participants summary and estimates:**

<b>CATEGORIES</b>	<b>Number of registered athletes (WC)</b>
Registered participants with federations	413,171
Individually registered participants	24,889
Registered gym members	222,360 (excl. members registered at Feds)
School sport	253,862 (excluding Mod Centres)
<b>TOTAL REGISTERED ATHLETES</b>	<b>914,282</b>

#### **Registered sport participants and potential participants summary:**

<b>CATEGORIES</b>	<b>Number of registered athletes</b>
Registered participants with federations	(700, 000)
Sport and recreation registered membership	(400,000)
Registered gym members	(500,000)
School sport	(1,200, 000)
<b>TOTAL REGISTERED ATHLETES</b>	<b>(2,800,00) of (6,500,00)</b>

- *The findings of Phase 1 of the research is confirmed where it was found that in terms of **economic contribution, GDP and employment** that sport is underestimated in terms of its economic impact for the Province. Even using 2% as a conservative estimate (given the recorded 2.1% national average of GDP contribution to sport), and the most appropriate economic multipliers, the BER research conducted for this study found that **sport contributed more than R8.8 billion to the Western Cape GDP annually since 2012;***
- ***In terms of employment**, the sport sector supported more than 60 000 jobs in the Western Cape. The current research was based on a high-level assessment only and of a conservative nature, and more in-depth research is required to reach a definitive contribution.*
- *The research has shown that major opportunities exist to position sport and recreation as a sector with **a comparative advantage in increasing economic growth and tourism** as well as related employment and social development in a Province that is extremely well positioned to do so as a leading destination, inter alia due to the **natural resource-based economy**. Various cross-sectoral linkages exist, also in other industries, such as the catering and hospitality industry and the cost competitive advantages that these sub-sectors have to offer.*
- *Sport and recreation in the Province are closely linked **with sport and cultural events** and the **environment acts as pull-factor for tourism and the hospitality industry**. The Province has a competitive edge in offering mega and large sport and recreation events as a destination and the further implementation of the **Provincial Events Strategy** is a priority. Cultural and community-based sport and recreation events are an important priority in the context of the weak and vulnerable socio-economic conditions that our communities find themselves in.*
- *Although Phase 2 of the research did not allow for a detailed study of **a more detailed analysis of the various economic sub-systems that are involved**, a need exists to conduct such research to establish the impact of the 16 priority codes. Various sporting types hold significant potential for future growth, social development and that. Other than the large and popular spectator sport types such as rugby, cricket and soccer, it was found that a **critical mass of minority sport types hold substantive economic power and potential and warrant further attention**. Sport and recreation types such as motor sport, golf, deep-sea fishing and racing pigeons are of significant financial value, and it was found that **emerging types of sport and recreation** such as online computer gaming, social networking, as well as music and cultural festivals are growing fast and enjoy massive support.*
- *The research findings show that sport and recreation continue to have a major impact on **social development** and impacts positively on **health, education, human and social capital, and especially the youth**. Research by UCT has now proven that increased activity improves health and reduces health costs. The research has shown that sport and recreation act as a significant vehicle for youth skills training and education and various NGOs and the MOD Centres are making a significant difference in this respect.*
- *The lack of Physical Education (PE) at schools remains to be one of the major impediments concerning sport and recreation and the general well-being of school children in the*

*Western Cape. It is of note that during the research period, UNESCO, in collaboration with various international partners, including the IOC, ICSSPE AND NIKE, embarked on an initiative to review and upgrade public policy and implementation of the **Quality Physical Education (QPE)** Programme in six pilot countries across the world including South Africa. The support programme included Guidelines for Policy Review and a specific policy review process has been facilitated in these countries. As South Africa has been one of the pilot countries, it is hoped that such policy changes in future may impact positively on the re-introduction of PE as a fully-fledged subject at all schools in the Western Cape with both PE and SS receiving the attention that it deserves*

- *The Case for Sport study found that sport and recreation have **a major impact on the youth** and that considerable efforts are aimed at massification, talent management and the development of the youth. Of significance is the effort by many NGOs as well as the relative success of the MOD Programme. The Report showed that that **the MOD Programme is achieving its objectives** in terms of **increased participation** in sport and recreation at schools and neighboring schools with some 77,472 school children involved, that a substantive number of MOD participants were **talent spotted and were receiving special support and opportunities**, and that results show that meaningfully intended **behaviour changes at psychological as well as psycho-social levels were evident**.*
- *The Phase 2 research findings have confirmed that sport and recreation make a substantive contribution to **building social and human capital** and by increasing the **resilience of communities** through **increased community mobilisation and organisation**. Social capital development has improved the psycho-social behaviour of children such as through MOD Centres and has improved trust, social relationships, learners' confidence and social collaboration. Meaningful interfaces exist with culture and heritage and in many instances, such as through dancing, drama and visual arts, **recreation is directly linked to cultural heritage** and in some instances, even indigenous knowledge systems.*
- *The research findings **on safe spaces and community safety** has been a revelation as more interfaces and direct sport contributions to community safety exist than initially anticipated. Sport and recreation are in many ways affecting community safety directly by positively engaging with youth at risk, improving resilience and by direct contributions, such as teaching children water safety, road safety, self-protection and first aid. Our research has shown that the 'safe spaces' concept has become important and that sport has played and is playing a very important role in conflict resolution, nation building and civilian peacekeeping. Several cases have been recorded in this respect.*
- ***Sport and recreation occupies significant land, facilities and other assets that should be important contributors and infrastructure for socio-economic development.** The Sport and Recreation industry in the Western Cape occupies and uses **significant amounts of land and facilities** in the Province. These facilities, in public and private hands, provide an economic base for productive activity, serve as social and safe spaces and act as environmental and nature-based zones, in urban and rural environments. It has been recommended that **a proper land and facilities audit concerning land use** be done and that **the complementarities with the health, education, tourism and community safety sectors** be explored.*

- *Sport, recreation and leisure have by and large, **a positive impact on environmental issues** and in the Western Cape several types of recreation and sport is directly linked to nature, climate and the environment. Specific sport and recreation types such as walking trails, mountain biking and beach activities contribute to environmental awareness. Some activities such as unauthorised biking, off-road motoring and illegal hunting damage the environment if not properly regulated. Most sport and recreation activities make an economic and social contribution to conservation and the environment. These activities in fact support the sustainable development and financial viability of public and private nature reserves, as well as farming activities that are eco-friendly, and contribute to the environmental sustainability by ensuring financial viability of conservation efforts.*

*It was found that **the recreation field is huge and much underestimated**. A need exists for improved organisation and a better understanding of the meaning and scope of a variety of important recreation types. When the extended definition of sport, recreation and leisure is used, then this sector, although not defined as such by conventional economists and economic strategies, has been one of the fastest growing sectors in the Province in the last number of years. A need exists to **explore the full value-chain of sport, recreation and leisure to adopt a more integrated and focused approach**. Different types of recreation and hobbies also lends itself to employment opportunities and income generating activities.*

*Although a vast amount of qualitative evidence exists that sport has a major impact on development, **an urgent need exists for a systematic approach to record and interpret quantitative and statistical information on the socio-economic benefits of sport**. Present national statistics do not capture information on this basis. In similar terms substantive employment is evident in sport, recreation and leisure but formal statistics do not reflect this reality. **Information agencies are not geared to assess, measure and record relevant information** and it is hoped that the findings of this study and the provisional baseline provided by this study, will provide the basis for Government to designate sport and recreation as a priority sector. It was found that the development of results-based monitoring and evaluation systems are also weak. Specific recommendations have been made in this regard.*

*The study has shown that over and above the advantages and popularity of competitive sport, that sport and recreation have made a meaningful contribution to economic growth, employment, international and domestic financial investment and that sport and recreation have been responsible for the flow of goods and services related to the sport industry. In a social sense, sport and recreation contribute to good health, sport is often the vehicle for training and education and sport enhances community safety although negative outcomes may also occur. Sport also **improves social capital by improving trust, social relationships and social collaboration and both sport and recreation contribute to increased levels of civil society/community mobilisation and organisation**. Our research has also shown that negative impacts may occur because of sport and development programmes and that sport for development initiatives require more attention with respect to programme planning and design and anticipated outcomes and impacts. **If the definition for sport is broadened to include recreation, then the actual impact of sport and recreation is largely unknown and vastly underestimated. Sport and recreation as well as leisure, if properly supported and managed, have a huge potential to improve the standard of living of our people and relates directly to their physical and mental wellbeing as well as high development priorities such as employment and job creation.***

## PHASE TWO OF THE RESEARCH INVESTIGATION

### THE CASE FOR SPORT IN THE WESTERN CAPE: SOCIO-ECONOMIC BENEFITS AND IMPACTS OF SPORT AND RECREATION

#### TABLE OF CONTENTS:

<i>Executive Summary .....</i>	<i>2</i>
<i>Table of Contents .....</i>	<i>8</i>
<i>Abbreviations .....</i>	<i>14</i>
<i>Glossary of Terms used .....</i>	<i>16</i>
<i>Preface .....</i>	<i>20</i>
<i>Preface by Dr Lyndon Bouah (DCAS)</i>	
<i>Preface by Prof Marion Keim Lees (ICESSD)</i>	
<i>Preface by the Editor and Researcher</i>	

#### CHAPTER 1: THE CASE FOR SPORT: PURPOSE AND METHODOLOGY

1.1 PURPOSE AND BACKGROUND TO THE CASE FOR SPORT .....	25
1.2 OVERVIEW OF PHASE 1 OF THE CASE FOR SPORT RESEARCH .....	26
1.3 OVERVIEW OF PHASE 2 OF THE RESEARCH .....	29
1.4 RESEARCH OBJECTIVES AND ANTICIPATED OUTCOMES .....	30
1.5 CONCEPTUAL APPROACHES TO THIS STUDY .....	31
1.6 CONCEPTUAL APPROACH AND RESEARCH DESIGN .....	33
1.7 RESEARCH METHODOLOGY .....	34
1.8 SCOPE OF THE STUDY .....	41
1.9 LIMITATIONS OF THE STUDY .....	41
1.10 THE ICESSD RESEARCH TEAM .....	42

#### PART A: SOCIO-ECONOMIC BENEFITS OF SPORT AND RECREATION

##### CHAPTER 2: POLICY AND INSTITUTIONAL ARRANGEMENTS FOR SPORT IN SOUTH AFRICA AND THE WESTERN CAPE .....

2.1 INTRODUCTION: GOVERNANCE AND SPORT .....	44
2.2 BRIEF DESCRIPTION OF THE SOUTH AFRICAN SPORT AND RECREATION SYSTEM .....	44
2.3 SOUTH AFRICAN POLICIES ON SPORT AND DEVELOPMENT AND KEY ISSUES .....	48
2.4 THE LEGISLATIVE AND POLICY MANDATE OF DCAS .....	49
2.5 THE NATIONAL SPORT AND RECREATION PLAN .....	62
2.6 CRITICAL COMMENTS ON THE NSRP .....	66
2.7 PHYSICAL EDUCATION AND QPE .....	68



2.8 THE SRSA EDUCATION AND TRAINING FRAMEWORK .....	70
2.9 MASS PARTICIPATION PROGRAMMES .....	72
2.10 CHALLENGES FOR SPORT AND DEVELOPMENT .....	74
2.11 ISSUES OF DEFINITION: THE SPORT, RECREATION AND LEISURE .....	76
2.12 FUTURE INSTITUTIONAL ARRANGEMENTS IN THE WESTERN CAPE .....	77
2.13 DCAS AND THE 2016/2017 ANNUAL REPORT .....	78
<b>CHAPTER 3: SPORT AND PARTICIPATION IN THE WESTERN CAPE .....</b>	<b>82</b>
3.1 INTRODUCTION .....	82
3.2 PARTICIPATION RATES AND TRENDS .....	84
3.3 PARTICIPATION IN RECREATION .....	86
3.4 PARTICIPATION RATES IN SPORT .....	88
3.5 DURATION OF SPORTING ACTIVITIES .....	103
3.6 SPECIFIC USES OF SPORT AND RECREATION .....	104
<b>CHAPTER 4: ECONOMIC BENEFITS OF SPORT AND RECREATION .....</b>	<b>107</b>
4.1 INTRODUCTION .....	107
4.2 GROWTH OF THE SPORTING INDUSTRY .....	109
4.3 ECONOMIC PROFILE OF THE WESTERN CAPE .....	110
4.4 ECONOMIC GROWTH AND SPORT CONTRIBUTION TO GDP .....	110
4.5 EMPLOYMENT AND VOLUNTEERISM IN SPORT .....	122
4.6 SPORTS GOODS AND SERVICES .....	122
4.7 HOUSEHOLD EXPENDITURE ON SPORT .....	122
4.8 SPORT SPONSORSHIP AND FUNDING .....	123
4.9 SPORT TOURISM .....	124
4.10 THE ECONOMIC IMPACT OF MAJOR EVENTS .....	124
4.11 SPORT AND RECREATION INFRASTRUCTURE .....	127
<b>CHAPTER 5: SOCIAL BENEFITS OF SPORT AND RECREATION .....</b>	<b>128</b>
5.1 INTRODUCTION AND FOCUS .....	128
5.2 SOCIAL BENEFITS FOR PRIORITY GROUPS .....	129
5.3 SPORT AND RECREATION BENEFITS FOR HEALTH .....	131
5.4 SPORT AND RECREATION BENEFITS FOR EDUCATION .....	133
5.5 SOCIAL CAPITAL DEVELOPMENT .....	135
5.6 VOLUNTEERISM .....	137
5.7 SPORT AND RECREATION AND BENEFITS FOR YOUTH DEVELOPMENT .....	139
5.8 INITIATIVES BY NGOS .....	139
5.9 THE MOD PROGRAMME .....	141
5.10 MOD CENTRES 2017 .....	145
5.11 SPORT, CULTURE AND HERITAGE .....	149

THE CASE FOR SPORT IN THE WESTERN CAPE: SOCIO-ECONOMIC BENEFITS OF SPORT AND RECREATION	
5.12 SPORT, RECREATION AND COMMUNITY SAFETY .....	150
5.13 ENVIRONMENTAL CONSIDERATIONS .....	153
<b>CHAPTER 6: CONCLUSIONS AND RECOMMENDATIONS .....</b>	<b>154</b>
<b>7. REFERENCES .....</b>	<b>162</b>

## **PART B: CASES AND CASE STUDIES ON SPORT AND RECREATION IN THE WESTERN CAPE**

INTRODUCTION AND BACKGROUND .....	172
-----------------------------------	-----

### **PUBLIC SECTOR CASES**

<b>CASE 1: THE TRI-LATERAL PROCESS ON SPORT GOVERNANCE IN THE WESTERN CAPE</b>	
Dr Lyndon Bouah (2017) .....	173

<b>CASE 2: CASE STUDY OF THE AFTER-SCHOOL MOD PROGRAMME IN THE WESTERN CAPE</b>	
The Department of Cultural Affairs and Sport DCAS (2017) .....	180

<b>CASE 3: THE SHANDONG/ WESTERN CAPE GOVERNMENT-TO-GOVERNMENT PARTNERSHIP: THE INTERNATIONAL SPORT EXCHANGE PROGRAMME (2017)</b>	
Dr Ivy Chen .....	211

<b>CASE 4: PHYSICAL EDUCATION AND SCHOOL SPORT IN THE WESTERN CAPE (2015):</b>	
Anver Desai .....	229

### **CASE STUDIES ON SPORT COUNCILS, FEDERATIONS AND CLUBS**

<b>CASE 5: THE EDEN SPORTS COUNCIL AS A FUNCTIONAL DISTRICT SPORT COUNCIL (2017)</b>	
Dave van der Walt .....	262

<b>CASE 6: THE CASE OF CHESS IN THE WESTERN CAPE (2017):</b>	
Lyndon Bouah .....	269

<b>CASE 7: A CASE FOR SPORT FEDERATIONS AND FOOTBALL CLUBS IN THE WESTERN CAPE: PROFILE, LESSONS, FACTS AND PERSPECTIVES (2017)</b>	
Jakobo Jacob Moroe .....	278

<b>CASE 8: A CASE STUDY ON CLUB DEVELOPMENT IN THE WEST COAST NETBALL UNION:</b> Madelein Horn (2017) .....	288
<b>CASE 9: CASE STUDY ON PRESENT AND FUTURE TRENDS AND TENDENCIES IN AMATEUR WRESTLING IN THE WESTERN CAPE PROVINCE (2017):</b> Cian De Coning .....	302
<b>CASE 10: CASE 10: CASE STUDY ON PRESENT AND FUTURE TRENDS IN COMPETITIVE GAMING (eSports) IN THE WESTERN CAPE PROVINCE (2018)</b> Cian De Coning .....	318
<b>CASE 11: CASE STUDY: HOW TO MEASURE DEVELOPMENT &amp; TRANSFORMATION AT SOUTHERN CAPE GOLF UNION (2017)</b> Johan Erasmus .....	329
<b>CASE 12: SOCIO-ECONOMIC BENEFITS OF SPORT AND THE CASE OF RACING PIGEONS IN THE WESTERN CAPE PROVINCE (2015):</b> Christo De Coning .....	334
<b>CASE 13: A CASE STUDY OF BOLAND PARK: ANTICIPATING THE FUTURE (2018)</b> James Fortuin .....	362
<b>CASES OF NGOS INVOLVED IN SPORT AND DEVELOPMENT</b>	
<b>CASE 14: GRASSROOT SOCCER: TACKLING ADOLESCENT HEALTH THROUGH SPORT (2017):</b> Ben Sanders aand Mbulelo Mpato .....	372
<b>CASE 15: AMANDLA EDUFOOTBALL: CASE STUDY (2015):</b> Karl Voysey .....	381
<b>CASE 16: DREAMFIELDS: A CASE FOR PRIMARY SCHOOL SPORT (2017):</b> John Perlman and Graham Bath .....	411
<b>CASE 17: THE FOOTBALL FOUNDATION OF SOUTH AFRICA (2015):</b> Léan Terreblanche .....	429
<b>CASE 18: KICKING FOR PEACE (2015):</b> Marion Keim .....	444
<b>CASE 19: PROFILING VOLUNTEER TOURISTS FOR THE BENEFIT OF HOST ORGANISATIONS: THE CASE OF A SEABIRD REHABILITATION CENTRE IN THE WESTERN CAPE, SOUTH AFRICA (2017).</b> Carolé Olivier, Simeon Davies and Etienne Joubert .....	451

**CASE 20: CASE STUDY OF THE COACHING DEVELOPMENT AND OLYMPIC VALUE EDUCATION COURSE (2016)**

Marion Keim & Christo de Coning ..... 461

**CASE 21: THE ANNUAL CAPE TOWN SPORT & PEACE CONFERENCE (2016):**

Marion Keim and Christo De Coning ..... 467

**CASE 22: THE YOUTH PEACE AND SPORT HERITAGE GAME (2017):**

Warren Lucas ..... 496

**CASE 23: THE CASE FOR SPORT AT THE UNIVERSITY OF THE WESTERN CAPE:**

Marion Keim & Mandla Gagayi (2017) ..... 505

**PART C: STORIES ON THE BENEFITS OF SPORT AND RECREATION ..... 521**

**CASES OF SPORT IN MY COMMUNITY: PARTICIPANTS TO THE POST GRADUATE DIPLOMA IN SPORT AND DEVELOPMENT**

**STORY 1: The development of sport in poor communities**

Siyabonga Tyandela .....522

**STORY 2: Why I am involved in sport and development**

Thabiso Mapreme Shongwe ..... 524

....

**STORY 3: Sport and the importance of youth development**

Juanita Muller ..... 527

**STORY 4: The role of sport in my community**

Geubuza Mabuza ..... 530

**STORIES BY MOD CENTRE COACHES ON AN OLYMPIC VALUE EDUCATION COURSE**

**STORY 5: Balance between body, mind and will (Cruden Daniels) ..... 533**

**STORY 6: Believe in yourself (Natasha Willemse) ..... 533**

**STORY 7: Experience the Olympic Values (Bernito Buys) ..... 534**

**STORY 8: Forgiveness is important (Kobus Fourie) ..... 534**

<b>STORY 9:</b> I'm not perfect but I am better (Zithandisile Bula) .....	535
<b>STORY 10:</b> Never Give up! (Mirriam Yawa) .....	536
<b>STORY 11:</b> Respect and changing someone's life (Justin Arries) .....	536
<b>STORY 12:</b> Respect is something very important (Sbu Goma) .....	537
<b>STORY 13:</b> Responsibility is the power of choices and living by the values (Sivuyile Mgobhoza) .....	538
<b>STORY 14:</b> Sport as a building block (Werner Roelfse) .....	538
<b>STORY 15:</b> Story of my life (Johannes Sakarea) .....	539
<b>STORY 16:</b> The life in Vrededal (Leknie Skippers) .....	540
 <b>STORIES ON THE IMPACT OF SPORT BY SCHOOL CHILDREN</b> .....	536
 <b>STORY 17:</b> HOW SPORT IMPACTED ON MY LIFE IN ROOIKAMP: ZENALDO FREDERICKS ..	541
<b>STORY 18:</b> SPORT & RECREATION IN MY COMMUNITY -SALDANHA: NICOLE BARENDS ..	543
<b>STORY 19:</b> CHOICES IN LIFE - RAOUL IN HANOVER PARK: LYNNE REAGON .....	544
<b>STORY 20:</b> MY JOURNEY OF GROWTH THROUGH SOCCER AT SCHOOL: MPUMELELO MVELASE .....	546
<b>STORY 21:</b> HOW SPORT HAS HAD AN INFLUENCE IN MY LIFE AND MY COMMUNITY: KELLELO MOEKETSI .....	549
<b>STORY 22:</b> THE DREAM TEAM FROM THE BO-KAAP: MICHELLE SEARLE .....	552
<b>STORY 23:</b> A SPECTATOR'S VIEW ON SPORT – MORE THAN JUST A GAME: THEESAN VEDAN .....	554
<b>STORY 24:</b> POSITIVE CHANGE AND THE IMPACT OF RECREATION IN OUR COMMUNITIES: NEEMA JENGO .....	558
<b>STORY 25:</b> A CHILD IN SPORT IS A CHILD OUT OF COURT: NOSIPHO ENGELBRECHT .....	561
<b>STORY 26:</b> WHY I LIKE SPORT: A SOCCER SUPPORTER'S VIEWS: SIPHAMANDLA MADE ..	563

## ABBREVIATIONS

<b>APRM:</b>	African Peer Review Mechanism
<b>BER:</b>	Bureau for Economic Research (US)
<b>BRICS:</b>	Brazil, Russia, India, China, South Africa
<b>DCAS:</b>	Department of Cultural Affairs and Sport, Western Cape Provincial Government
<b>EAC:</b>	East African Community
<b>ECOWAS:</b>	The Economic Community Of West African States
<b>EU:</b>	European Union
<b>FIFA:</b>	Federation Internationale de Footbal Association
<b>GDP:</b>	Gross Domestic Product
<b>GPI:</b>	Genuine Progress Indicator
<b>HDI:</b>	Human Development Index
<b>ICESSD:</b>	Interdisciplinary Centre of Sport Sciences and Development
<b>IGR:</b>	Intergovernmental Relations
<b>IMF:</b>	International Monetary Fund
<b>IPDP:</b>	Individual Performance Development Plan
<b>ISEW:</b>	Index of Sustainable Economic Welfare
<b>M&amp;E:</b>	Monitoring and Evaluation
<b>MIG:</b>	Municipal Infrastructure Grant
<b>MOD:</b>	Mass participation Opportunity and access: Development and Growth Programme
<b>MTEF:</b>	Medium-Term Expenditure Framework
<b>NDP:</b>	National Development Plan
<b>NGO:</b>	Non-Governmental Organisation
<b>NEPAD:</b>	New Economic Programme for African Development
<b>NPOA:</b>	National Programme of Action
<b>NPF:</b>	National Planning Framework
<b>NSS:</b>	National Statistical System
<b>NSRP:</b>	National Sport and Recreation Plan
<b>OECD:</b>	Organisation for Economic Cooperation and Development
<b>PALOP:</b>	Portuguese-speaking African countries (PALOP)

<b>PFMA:</b>	Public Finance Management Act
<b>PGDS:</b>	Provincial Growth and Development Strategy
<b>PWMES:</b>	Provincial-Wide Monitoring and Evaluation System
<b>RBM&amp;E:</b>	Results-Based Monitoring and Evaluation
<b>SADC:</b>	Southern African Development Community
<b>SAFA:</b>	South African Football Association
<b>SARU:</b>	South African Rugby Union
<b>SASCOC:</b>	South African Sports Confederation and Olympic Committee
<b>SRAs:</b>	Strategic Result Areas
<b>SRSA:</b>	Sport and Recreation South Africa
<b>StatsSA:</b>	Statistics South Africa
<b>UN:</b>	United Nations
<b>UNESCO:</b>	United Nations Education and Cultural Organisation
<b>US:</b>	University of Stellenbosch
<b>UWC:</b>	University of the Western Cape
<b>WB:</b>	World Bank
<b>WC:</b>	Western Cape
<b>WCCC:</b>	Western Cape Cultural Commission
<b>WCED:</b>	Western Cape Education Department
<b>WCG:</b>	Western Cape Government
<b>WCPSC:</b>	Western Cape Provincial Sports Confederation

## GLOSSARY OF TERMS USED<sup>1</sup>

**BENCHMARKING:** A comparative assessment of lessons of experience. Comparing indicators of a real situation with the norms of a desired situation or case for evaluation purposes<sup>2</sup>.

**EVALUATION:** The periodic assessment of performance against agreed upon objectives for the purpose of review.

**FORMATIVE EVALUATION:** An evaluation done at the early stages of policy implementation to inform or give direction to the process of implementation such as a feasibility study or an interim evaluation.

**GOALS:** Goals indicate the 'destination' and articulate higher order or lower order specific objectives to be attained.

**IMPACTS:** Long term effects or influence, to obtain a meaningful result. The realisation of medium and long-term anticipated outcomes into substantive results.

**INDICATORS:** An indicator is defined as a measuring instrument that is used to give a concrete, measurable but indirect value to an otherwise immeasurable, intangible concept (Miles 1989:16).

**INFORMATION:** Interpreted data. Items of knowledge or facts, (usually) expressed in quantitative or statistical format.

**INTERGOVERNMENTAL ARRANGEMENTS (IGR);** The horizontal and vertical cooperation and coordination agreements between units of government.

**LEISURE:** Leisure, whether active or passive, is voluntary participation in any activity mainly aimed at relaxation as an individual or as a society in people's free time.

---

<sup>1</sup> This Glossary should be regarded as work in progress and agreement on key concepts is regarded as a collective process. Key concepts should be debated and agreed upon for the purpose of the African Policy Index.

<sup>2</sup> For example, comparing the functionality of a sport and development, youth programmes in South Africa, e.g. the MOD Centres in the Western Cape with similar programmes in other developing countries.



**MONITORING:** The ongoing recording and interpretation of information for the purpose of evaluation according to agreed-upon strategic objectives or goals, anticipated outcomes (including targets), measurable indicators and a reliable information base.

**NORMS AND STANDARDS:** A norm describes the desired situation and a standard provides the measurable information on what is expected of the norm.

**OBJECTIVES:** Articulation of the intent of what the policy or strategic direction is for e.g. government policy or planning objectives. Strategy, planning and programme, project and other objectives can also be developed that cascade down, or relate to higher order objectives.

**OUTCOMES:** An articulation of the type of results that the objective and outputs are meant to achieve. Outcomes can be seen as to what outputs should lead to and in turn, outcomes should result in impacts.

**OUTPUTS:** Outputs are completed operational activities that were successfully accomplished in response to planning objectives, often stated in terms of the number of initiatives, services or products completed.

**POLICY:** Statement of intent.

**PUBLIC POLICY:** Statement of intent by government.

**POLICY ANALYSIS:** The systematic analysis of policy options

**POLICY PROCESS:** The major phases or steps in the public policy process, e.g. policy initiation, policy design, policy analysis, policy formulation, policy decision-making or approval, policy implementation, policy monitoring and evaluation.

**POLICY MONITORING AND EVALUATION:** The monitoring and evaluation of public policies according to policy objectives, policy outcomes and indicators.

**RECREATION:** Recreation is defined as a guided process of voluntary participation in any activity which contributes to the improvement of general health, well-being and the skills of both the individual and society (Sport and Recreation White Paper: Republic of South Africa (2011)).

Recreation encompasses leisure activities people undertake for enjoyment, to maintain and improve their health and well-being and/ to restore and challenge their self-perception. Recreation activities can be active –

involving the participant in doing an activity – or passive – involving the participant in watching others involved in activity (City of Cape Town, 2008)

**SPORT:** Sport is defined as any activity that requires a significant level of physical involvement in which participants engage in either structured or unstructured environments for the purpose of declaring a winner, though not solely so; or purely for relaxation, personal satisfaction, physical health, emotional growth and development. (Republic of South Africa (2011)).

**SPORT AND DEVELOPMENT:** This concept, that should not be confused with either 'sport development' or 'sport for development' focuses on the full spectrum of development impacts that sport and recreation have on individuals and communities in terms of **a broad range of socio-economic and sustainable development benefits**<sup>3</sup>. This also applies to global and national sport and development priorities such as sport as a component of SDGs, sport and development as national sport policy as well as sport promoted for development purposes by governments that call themselves developmental states with development objectives, such as South Africa. The concept of sport and development places an emphasis on the use of sport for development purposes but does not imply a particular relationship between the two concepts and positive or negative outcomes and impacts may result as a consequence of such a focus.

**SPORT DEVELOPMENT:** The development of all sport, a specific sport code or sport type as well as the development of sport federations. Sport development typically focuses on high performance sport but may include sport and development / development programmes as a secondary priority.

**SPORT FOR DEVELOPMENT (S4D)** An advocacy approach that promotes the use of sport as a tool for development, largely at the local and community. This concept uses sport as a popular medium to attract the youth and other target groups such as coaches or vulnerable sectors of the community to combine sporting activities with community development in initiatives such as training, skills development, health awareness programmes or improving employability. This approach has often been criticized by authoritative scholars as focusing on the positive aspects of this intervention only and that negative consequences and

---

<sup>3</sup> Some of these include economic and financial investment, the strengthening of governance and civil society organisation and management, health, education, social capital, spiritual and emotional intelligence, community safety and environmental benefits. Sport and development concerns a specific effort to utilize sport and recreation to the benefit of community development.

real outcomes, such as raising unfounded expectations for possible employment in sport, are often not reported or assessed in evaluation studies and that careful design of S4D programmes are necessary.

**SPORT MANAGEMENT:** Approaches to sport that focuses on the management of sport in organisations, of events and initiatives as well as sport in corporate or social responsibility environments. In a public sector context sport management also includes the governance and management of the sector and areas such as the governance of the sport sector through inter alia sport policy and legislation, strategy, plans, M&E and regulation.

**SPORT SCIENCE:** An academic discipline that approaches sport as a scientific subject. In some countries this includes all scientific aspects whilst in others the association is often with sport science in terms of high performance sport and the improvement of health, fitness and other aspects to improve competitiveness.

**TARGETS:** Specific milestones set (as an anticipated outcome), normally in terms of a target date and a stated quantified objective (e.g. 6% annual economic growth).

**SUMMATIVE EVALUATION:** An evaluation that focuses on the end product as well as on the impact or changes which a policy or product brought about.

## **PREFACE**

### **PREFACE BY THE CHIEF DIRECTOR OF SPORT AND RECREATION (DCAS).**

The Department of Cultural Affairs and Sport promotes a socially inclusive, creative, active and connected Western Cape. We believe that through sport and recreation our residents of the Western Cape will be able to have a healthy lifestyle.

Many persons often debate the relative importance of sport and recreation given our social context in the country. We commissioned this study to show that our fundamental belief that sport and recreation contributes to the economy is a well-founded one and that it is only insufficient research on a provincial level that has not shown this.

The research conducted by Prof De Coning of ICESSD will assist our Department in its quest to have more funding allocated to it so that sport federations can promote their specific sport. The contribution to the GDP and the impact of major events such as the Cape Times Argus Cycle tour on the economy can only have positive spinoffs for the provincial economy.

Dr Lyndon Bouah

## **PREFACE BY THE DIRECTOR OF ICESSD.**

Given the changing landscape of sport globally, evident in sport playing major role as “enabler” in global resolutions and policies such as the SDGs, Agenda 2020, Mineps VI, the Case for Sport Research has been proven to be an important multi year research project. It is as far as we are aware, the only one of its kind world wide providing systematic, sound and important results on the economic impact of sport on local level as a long-term investment. At the same time, it keeps us grounded in terms of our realities in a diverse setting of sport and recreation with multiple and sometimes changing stakeholders. This meticulously conducted study of the value of sport on economic and social development in the Western Cape, coordinated by Prof. Christo de Coning, indeed set a new trend toward a deeper understanding of the role of sport in our nation and economy.

International presentations on the Case for Sport has shown that this approach can be exported internationally as it is needed if the role of sport in the SDGs but also national development and education agendas is being taken seriously. I hope that other provinces in South Africa but also other regions beyond our borders will make use of this study to undertake similar assessments as they look to the impressive role sport can play in all our futures. This study confirms for a second time that indeed sport and recreation in the Western Cape holds significant economic and social value. Its recommendation, to understand and promote this value further, is a clear call to all stakeholders in the field to improve collaboration and promotes partnerships and to invest in this area, and it is evident that our citizens and economy will benefit in multiple ways.

“Mineps VI”, the 2017 meeting of international sports ministers in Kazan, documented the growing global and local demand for quantifiable and reliable information on the role that sport plays in the lives of citizens and nations. DCAS’s foresight in this regard is exemplary, and this study provides a model of a piece of research which can be adapted in other Provinces and beyond. South Africa’s role as Chair of CIGEPS and UN Chair of Sport and Peace but also as UNESCO pilot country in QPE cannot be underestimated and should encourage us to improve and share our understanding of the real impact of sport on our communities and nation which is largely unknown and vastly underestimated globally. This improved understanding of sport’s impact on our economy, health and our social, educational and environmental spheres on the continent and beyond which became very much evident from the result of Phase 1 and now Phase 2 of this study provides the basis for all our sport and development efforts locally and globally.

ICESSD feels therefore privileged to be a partner in the forefront of this unique and cutting-edge research commissioned by the Department of Cultural Affairs and Sport (DCAS) in the Western Cape. With an innovative research approach combining different methodologies and looking at civil society, government, private sector and tertiary institutions, we have clearly outlined a comprehensive case for sport and recreation in the Western Cape and in so doing, raised the bar even higher in Phase 2 on the understanding of the role of sport for the

Province and the nation. For the second time, this unique and important South African study has combined provincial, national and international policies on sport and development and sport and recreation, taking institutional arrangements, financial, economic and social benefits and environmental and infrastructural factors into consideration. Included are also trends and specificities regarding youth, the aged, women, people with disabilities and farming communities.

ICESSD is excited to be part of this study as it complements other local, continental and international initiatives that ICESSD has been involved in. This Case for Sport study also complements our research and teaching on the case for sport and recreation at tertiary institutions such as UWC. It provided a platform for UWC to involve postgraduate students to become involved in the case studies as well as in the organisation and implementation of story writing competitions in schools, MOD centres and universities. Students also contributed their own stories and, in a student-survey provided clear recommendations of how sport and recreation can improve campus life and assist them in their emotional, physical, educational, academic and social development as it inspires them to become true change agents for their communities and for the country.

As a collaborative undertaking between a university and government this study shows the positive role universities can play in informing and evaluating provincial and national policies and thus assisting in building cooperative governance. It has further identified strategic areas for future research in the field. We would like to thank the Department of Cultural Affairs and Sport (DCAS) in the Western Cape for its vision, foresight and its commitment to using sport and recreation to contribute to the socio-economic development of its citizens. A special thanks to all contributors for sharing their stories and cases from civil society, rural and urban, corporate partners and university and high school's students. These contributions create a holistic picture and improve our understanding of the real impact of sport, an impact which former President Nelson Mandela recognised and used wisely for his people. In this Centenary year, let us be reminded of his words of 'Sport has the power change the world, the power to unite'. Let us honour his legacy by collaborating in an interdisciplinary way using our improved understanding of the Case for Sport II, using a values-based approach and working jointly towards a legacy of the power of sport for South Africa that he dreamed about.

Prof. Marion Keim Lees, Director, ICESSD, 4 April 2018

**PREFACE BY THE RESEARCHER AND EDITOR (ICESSD, UWC)**

As stated in my previous Preface to the first publication in 2015, this Research Project has been a very special initiative from the beginning and Phase 2 of the research has certainly kept this momentum. Following the January 2015 publication, the Case for Sport Researcher enjoyed much comment and attention and received the Tim Noakes Award for Scientific Research. This helped us much as more researchers and federations became supportive of our research. We are also thankful that the research translated into real impact when the grant funding to the Department for sport federations increased by some R10m following Provincial Treasury allocations, because of the Case for Sport Research. As researchers often do not see such a direct impact of their research, this effect and the general positive comments also from international experts on the developmental and comprehensive nature of our approach in our research has been most encouraging and supportive.

In the period following the publication, some 20 presentations of the Research Results were made to various audiences including SRSA, STATSSA, Provincial HODs and public-sector platforms including the SASRECON Conference, the FSDP Conference and various international Conference presentations namely Paris (France), Havana (Cuba), Cologne (Germany), the IOC in Geneva and others. The comments and advice of the research during this period has been welcome and suggestions and advice because of these consultations have been included in the second phase. It is noted that a need also existed to continue with Sport Mapping Research in Africa for developing country reports on the sport and development profile of countries, including South Africa and the Western Cape.

The study has been the first of its kind in South Africa and has shown that huge opportunities exist to gain a much better understanding of the impact that sport has on especially the socio-economic dimensions of society at large. The research has repeatedly shown that the impact of sport is much underestimated and seldom approached as an economic base or as a central vehicle in terms of social development. During the research process it soon became clear that the socio-economic benefits of sport and recreation in the Western Cape is huge, multi-faceted and rather complex. In the last year a total of 123 sport federations were funded by DCAS in the Western Cape and many other sport types exist that are practised in very different ways in diverse environments. It also became clear that the proper recording of economic and social information related to sport will take time and that the development of sound information and M&E systems are of the utmost importance. It is imperative that sound baseline information be developed in the short term. A specific effort was made to develop a set of recommendations for this purpose.

At a personal level the study has been very special as I have dealt with governmental studies, policy, monitoring and evaluation, development and implementation issues in almost all economic and social sectors but I have never had the opportunity to apply these in an integrated manner to sport and recreation before in this way. Together with the study on the

sport policy of African countries and local involvement with NGOs this has been a remarkable journey and truly exciting because of the lack of research and strategic management approaches in many fields related to sport and development. I hope that the Case4Sport study may provide some basis for the improved governance, management and policy & research of sport in the Western Cape and that further research and studies may be undertaken in the many important fields identified. I also wish to thank DCAS and ICESSD for the opportunity to do research in this exciting and rapidly emerging field.

I wish to thank Prof Marion Keim for the opportunity to do this research and for her unwavering support and commitment to this study. Thank you for administrative support to Anita Fredericks from ICESSD for her support. My gratitude goes to Warren Lucas and Nana Adom, our Research Assistants, for their hard work on the questionnaire responses. A special thanks to Dr Lyndon Bouah, Chief Director of Sport and Recreation at DCAS that is a champion for Sport and Recreation and for his total support and commitment to assist us. My appreciation also to his colleagues from DCAS, Jacqueline Fritz, Crystal Pather, and Paul Hendricks as well as Mr Thabo Tutu and Mr Bennet Bailey as well as all other managers from this Chief Directorate. Special thanks go to Cobus Venter from the *BER* who despite severe work pressures, in Phase 1 of the research agreed to do the research on economic impact and we look forward to working with him and the *BER* in future.

I wish to acknowledge and thank the various authors of the commissioned cases, that was all done on a voluntary basis, for the time that they have put into the case studies. I am very excited about the depth and scope of sport and development in the Province as is evident from the case portfolio in this publication. Our PhD and master's participants were a great help in many ways and contributed with valuable literature, fieldwork perspectives and theoretical opinions. Special thanks go to Jacob Moroe, Nelisiwe Maleka, Ben Sanders, Marie Bierman, Cian De Coning, Ilhaam Groenewaldt, Ivy Chen and Erick Mariga.

Prof Christo de Coning 19 November 2017



## PHASE TWO OF THE RESEARCH INVESTIGATION

### THE CASE FOR SPORT IN THE WESTERN CAPE: SOCIO-ECONOMIC BENEFITS AND IMPACTS OF SPORT AND RECREATION

#### CHAPTER 1: THE CASE FOR SPORT: PURPOSE AND METHODOLOGY

##### 1.1 PURPOSE AND BACKGROUND TO THE CASE FOR SPORT

Phase Two of the Case for Sport multi-year Research Programme (2015-2017) showed that the impact of sport and development impacts have continued to increase, and specific trends and tendencies are apparent. These trends include increased massification as well as improved specialisation in various sport and related fields. This period has however also saw a curb in economic growth and troubled financial prospects nationally, including cuts in sport and recreation budgets from public sector funds. On the positive side, sport and recreation in the Western Cape has continued to show huge benefits in terms of socio-economic initiatives and impacts. Some of the significant developments include the **significant increase in MOD centre participation**, the **performance of sport federations in development and transformation** as well as the **significance of various strategic initiatives**, as reflected in the portfolio of case studies developed for this Report.

These cases show that dynamic organisations are active with innovative programmes that in many instances reflect state of the art international examples and benchmarking business cases of how sport and development programmes can be conceived and managed. The relationship between government, federations, the universities, funders and NGOs have also been dynamic, with many lessons to be learnt, especially with respect to the Tri-lateral annual agreements between DCAS, District Sport Councils and some 123 Sport federations in the Western Cape.

The case studies also show increasing international links and the impact of the global sport community on South African Sport in many ways. On the one hand international organisations such as the IOC and TAFISA have increasingly become involved in the Western Cape with especially training, whilst at other levels, some sport types find international sport governance challenging; also due to geographic marginalisation (see the case study on amateur wrestling). Also of significance internationally has been the South African leadership position with respect to Sport and Peace (see the cases of the Foundation for Sport, Development and Peace), as well as the Quality Physical Education (QPE) Project of UNESCO where South Africa has been included as one of six pilot countries to review policy in PE and SS.

Overall **sport federations** have shown a significant effort in sport and development efforts and much success with both development programmes as well as capacity building. Civil society have become increasingly active in the sport and development field and cases by Amandla

EduFootball, Grassroots Soccer, Dreamfield and the Foundation for Sport, Development and Peace have shown that significant innovations and sustainable programmes are being managed by NGOs with good relationships with Government and funders. The governance of sport in the Western Cape has also improved and various factors, such as the effectiveness of some sport councils, the significance of the tri-lateral discussions and many other engagements have shown that the institutional arrangements in the Western Cape shows that some very special approaches are being followed (see the case study on Eden Sport Council).

## 1.2 OVERVIEW OF PHASE 1 OF THE CASE FOR SPORT RESEARCH

During May 2012, the Department of Cultural Affairs and Sport (DCAS) in the Western Cape, in partnership with the Interdisciplinary Centre for Sport Science and Development (ICESSD) at the University of the Western Cape (UWC) embarked on a research exercise to develop a case for sport and recreation in the Western Cape. This study responded to a growing demand in the Province for good monitoring and evaluation information, including base line statistics to ensure evidence-based decision-making. **The Phase One period (2012 to 2014) culminated in the publication of the Case for Sport Report in January 2015.** Subsequently, some 20 presentations of the Research Results were made to various audiences including SRSA, STATSSA, Provincial HODs and public sector platforms including the SASRECON Conference, the FSDP Conference and various international Conference presentations (Paris, France; Havana, Cuba, Cologne, Germany, IOC, Geneva and others). The comments and advice of the research during this period has been welcome and suggestions and advice as a result of these consultations have been included in the second phase. It is noted that a need also existed to continue with Sport Mapping Research in Africa for the purpose of developing country reports on the sport and development profile of countries, including South Africa and the Western Cape.

Some further background on Phase 1 of this research is warranted before Phase 2 will be discussed below. The Report titled: **“The Social and Economic Value of Sport: The basis for a case for South African Sport”** by SRSA (2009) had a major impact on this study and in fact was partially responsible for the initiation of this study on the Western Cape. The above report also points out that moving beyond its traditional entertainment role, sport is recognized as having the potential to serve as an informational and educational platform for social and economic development. The value and benefits of sport also lies at the heart of the case for sport as presented in this report.

The Report (SRSA, 2009) in its executive summary noted that:

*Sport is a significant part of any nation's culture, leisure time, health, economy and education. Those directly involved benefit from a significantly enhanced quality of life. The physical activities engaged in, how they are integrated into community life, the values expressed through them and how they are celebrated, help define individuals, groups, communities and a nation ... When integrated into the broader framework of development goals, sport constitutes*

*an additional vehicle, mechanism or tool for advancing sustainable development in different sectors of the South African society.*

When the meaning of sport is extended to sport and recreation, and in turn to recreation and leisure, then the full impact of sport and recreation and its socio-economic benefits truly hit home. As an active form of leisure (see SRSA, 2009:5) the importance of sport should not be underestimated when judged in terms of the amount of free time actually spent on it. In the light of the amount of time people spend reading about sport, watching sport on television, listening to sports broadcasts on the radio and visiting games as spectators, it has to be conceded that sport as a passive use of time is of fundamental importance.

The SRSA (2009) Report contains a classic quote in this respect:

*The hidden face of sport is the tens of thousands of enthusiasts who find, through sport, a place for meeting and exchange, but above all, active citizenship and social cohesion. In this microcosm people learn to take responsibility, to follow rules, to accept one another, to look for consensus, and to take on democracy. Viewed from this angle, sport is second to none as a school for democracy.*

This exciting project is the result of a partnership between ICESD and the DCAS to develop a good research foundation for the case of sport in the Western Cape. This Research Project attempts to establish a baseline study and to provide meaningful and substantive evidence that sport makes a significant contribution to especially socio-economic development. Both the Department of Cultural Affairs and Sport as well as ICESD have in the last numbers of years been active in facilitating sport and development initiatives in the Province and various lessons of experience exist that need to be captured, including the results of the MOD centres as well as the initiatives by NGOs such as by Kicking for Peace and the Amandla initiatives. The research also draws on a national study regarding the case for sport by Dr Bernardus van der Spuy who was then employed by the National Department of Sport and Recreation in 2009. Our research also stands in support of the research by Prof Paul Singh who also used to be with SRSA.

During the inception meeting, the Head of the Department (HOD) of DCAS, Mr Brent Walters, pointed out that although Constitutional provision has been made for sport and recreation and although the state has certain constitutional obligations in this respect, the share of resources allocated to sport and recreation is often inadequate and a need exists to articulate the socio-economic benefits of sport as well as the impact that sport has on the economy and social development in the Province.

Advocate Lyndon Bouah, the Chief Director for Sport and Recreation in DCAS also pointed out that the contribution that sport makes in terms of economic and social justice with respect to vulnerable groups such as the youth, the disabled, woman and the elderly are often underestimated and that these impacts also needed to be quantified and argued. Both Adv

Bouah as well as the HOD has been in favour of an approach where the benefits of recreation, in addition to sport, are included in the study as far as possible.

Prof Marion Keim Lees, Director of ICESSD noted at the time that UWC has been active in developing a perspective on sport policy, M&E as well as other areas such as gender, peace and international protocols in terms of a study completed for UNESCO on 10 African countries (of which South Africa forms part) and that these findings may also be able to inform the Case for Sport in the Western Cape. Prof Keim Lees also noted that valuable lessons of experience existed in the various NGO programmes that should be recorded and captured, such as the Kicking for Peace Programme, the Amandla soccer programme and the experiences of the Western Cape Network for Peace and Development as well as the UWC Outreach Programme.

During the recent *Futures in Sport Business Conference* held from 7-8 March 2013 in the NEDBANK Auditorium at the V&A Waterfront, and hosted by CPUT, the then Provincial Minister of Cultural Affairs and Sport in the Western Cape, Dr Ivan Meyer, in his welcoming address, noted that the Ministry and Department regarded the four local universities as strategic assets in the Province and that a Memorandum of Understanding was in place and that the Provincial theme of 'Better together' applied to this partnership and to the Western Cape as a 'learning region'. Dr Meyer noted the significance of the 'Vision 2030' Strategic plan of Government as well as the present three-year plan to ensure implementation. He maintained that the pillars of this approach included a 'Connecting, enterprising, innovating, living, learning and leading Cape' and that a number of these pillars concerned the partnership with universities in a sport and cultural in particular.

Dr Meyer noted that research was imperative to the work of the Western Cape Government in following an outcomes-based approach to governance. In this respect evidenced-based practises, whole of society approaches and the wellness of our people were paramount considerations. For this reason, a Cabinet Resolution was taken to pilot a wellness programme that inter alia targeted Women's Day on 9 August, and that the whole month of August 2013 was regarded as wellness month with a further emphasis on wellness at the workplace. Minister Ivan Meyer noted that the Department of Cultural Affairs and Sport funded some 110 Sport Federations and that an emphasis was placed on the sound governance of institutions. He also highlighted the financial contribution of sport, recreation and cultural affairs to the GDP of the country and the province and mentioned that the Argus is responsible for half a Billion Rand's worth of investment and that together with the Two Oceans Marathon and the Super 15 (Rugby) series, major events and sport tourism should be regarded as major contributors to our economy.

Mr Brent Walters, the Head of Department of DCAS noted that it is high time that sport takes its rightful place in the economy and that the business of sport concepts has changed our understanding and perceptions of the role of sport fundamentally. Sport was indeed also a major contributor to the vision of a socially inclusive society and a major contributor to building

value systems and contributing to the active citizenship concept. Interestingly, Mr Walters emphasized that this also meant that citizens should ask how they can become economically active.

Against the above background it is clear that this research study has been a response to the strategic vision of the Department of Cultural Affairs and Sport as well as ICESSD and that the research has provided an important basis for sport and development in the Western Cape, but also in response to the interest by other provinces, national government as well as international role players.

### 1.3 OVERVIEW OF PHASE 2 OF THE RESEARCH

Following the **1<sup>st</sup> Phase of the Case for Sport Research programme (2012 to 2014)**, the research culminated in the publication of the Report: *The Case for Sport: Benefits and impacts of Sport and Recreation in the Western Cape* in January 2015. Subsequently, the **2<sup>nd</sup> Phase of the Research programme (2015-2017)** consisted of research and survey results for 2015, 2016 and 2017. The research analysis, management of commissioned cases as well as the report writing for the second publication was completed in November and December 2017. **The Phase Two Report: The Case for Sport: Benefits and impacts of Sport and Recreation in the Western Cape** will be published in January 2018.

The focus of Phase Two of the multi-year Case for Sport Research has been on:

- The continued recording of economic and social benefits of sport and recreation, also by encouraging government agencies to collect such information;
- Assessment of sport demographics and the number of registered sport participants in the Western Cape.
- The analysis and assessment of qualitative trends in sport and development in the Western Cape
- The development of a portfolio of case studies on public sector initiatives, civil society initiatives as well as to record lessons of experience of the sport federations and club development.
- The publication of further stories as first hand-evidence of the benefits of sport, this area has not been a priority area.
- A focus on the 16 priority codes. Although demographic, social and development information has been collected, Phase 2 of the research was not able to do any detailed economic or financial micro analysis of the socio-economic impacts of these federations. Limited funding also did not allow a review and update of the GDP and employment figures for 2017.

#### 1.4 RESEARCH OBJECTIVES AND ANTICIPATED OUTCOMES

The primary objective of this research is **to develop an improved understanding and development perspective on the socio-economic benefits and impacts of sport and recreation in the Western Cape Province and to provide a scientific basis for the recognition of the impact of sport and recreation on socio-economic development.**

It is the anticipated outcome of the research that **a strong case has been built of the advantages of the socio-economic benefits of sport and recreation in the Province** and that further evidence and more detailed studies in Phase 2 of the research are necessary to ensure that Government policy, planning and implementation efforts may be improved in order to maximize these advantages. It is also the anticipated outcome of the research that **the findings may result in specific evidence-based decisions by Government** that may lead to **meaningful resource allocations to sport and recreation.** A third anticipated outcome of the research is that **recommendations on priority research areas for the future may provide guidelines** about priority areas for the future. Lastly, it is anticipated that this research study may identify and prioritize important information categories so that an improved information base can be developed in the next period to the benefit of all involved in sport and recreation.

The purpose of the research is to:

- Provide a research basis for an improved understanding and development perspective on the socio-economic benefits and impacts of sport and recreation in the Western Cape Province;
- Provide a scientific basis for the recognition of the impact of sport and recreation on socio-economic development;
- Improve the understanding of Government and other key players regarding the importance and significance of sport and recreation in terms of its economic and social contributions;
- Improve the understanding of Government and other key players regarding the importance and significance of working together in terms of sport and recreation initiatives for improved impact;
- Influence Government to allocate realistic proportions of the budget to sport and recreation based on evidence and factual information;
- Identify areas for further research in sport and development in order to further develop the qualitative baseline developed by this study;
- Make specific recommendations and proposals on the information management and M&E of sport and recreation in the Western Cape;
- Register and provide information on important sources of information for sport and recreation.

The secondary objectives of the research are to:

- Record original information directly from sport federations through a survey questionnaire;
- Obtain formal statistics on basic economic trends from StatsSA and other information providers;
- Record original qualitative research information by commissioning and developing case studies on particular initiatives or topics;
- Record first-person testimonies, accounts and stories of participants and spectators regarding the benefits of sport and recreation through a story-telling initiative;
- Use desk-top material and primary source material as a basis to develop a baseline for qualitative research on the topic.

## 1.5 CONCEPTUAL APPROACHES TO THIS STUDY

The **body of knowledge in Sport and Development**, as understood and practised by the ICESDD at UWC, has continued to serve as an important theoretical basis for this study. This study field calls for an open and comprehensive approach to developmental approaches to sport as well as sport governance and management issues. However, it should also be noted that sport may have a negative effect on development and society. Although this Research Report does not allow for a detailed debate on the benefits of sport and recreation from a theoretical point of view, the research has been cognisant of these debates. It is noted that Sanders, De Coning and Keim stated that:

*Wide-ranging, almost universal claims made on behalf of the SDP movement, including by government actors who may use sport as a political tool, must therefore be treated with caution. While sport can have positive micro-impact on individuals this does not necessarily lead to greater outcomes in the community (meso) and society (macro). Many theorists including Darnell (2007), Coalter (2007), Giulianotti (2004) and Sugden (2010) contend that the development of social capital or local co-operation cannot nullify greater macro issues, such as a lack of resources, political support and socio-economic realities. Coalter (2010: 1) claims a major weakness of SDP actors is that they are “seeking to solve broad gauge problems via limited focus interventions”. While this is a common critique, it is worth noting the work of Schelling (2006) who identifies a tipping point at which micro motives may influence macro behaviour. A recognition of the collective power of micro actions and their possible effect may be relevant in SDP.*

For the purposes of this research and as stated in the Glossary some conceptual clarification may be necessary. The concept of **sport and development** should not be confused with either ‘sport development’ or ‘sport for development’ focuses on the full spectrum of development impacts that sport and recreation have on individuals and communities in terms of a broad

range of socio-economic and sustainable development benefits<sup>4</sup>. **Sport Management** is regarded as approaches to sport that focuses on the management of sport in organisations, of events and initiatives as well as sport in corporate or social responsibility environments. In a public sector context sport management also includes the governance and management of the sector and areas such as the governance of the sport sector through inter alia sport policy and legislation, strategy, plans, M&E and regulation.

It is acknowledged that the research largely focuses on the positive effects and benefits of sport and recreation. The researchers are very aware of the importance of also recording negative effects where possible and relevant, although this has not a focus of the study. The growing literature and debates in sport and development circles shows that it is increasingly important for governments and NGOs to do dedicated programme design and planning of their interventions, also to minimize possible negative effects of sport and development initiatives.

In addition to the above references to **Sport and Development**, an important body of knowledge for this research has been **Development Studies and Social Development** such as for example practised by the *Institute for Social Development (ISD) at UWC*, as well as the statements made by the South African Government on the emphasis of the South African state as a developmental state (see Cloete, Rabie and De Coning, Chapter 8). The modern-day approach to **policy management and macro governmental systems** as well as meta- policy and policy implementation provides for a framework where important policy and research information are accessed through a system of interconnectedness including policy management, knowledge management and M&E. The study used as a conceptual basis for policy management and macro policy systems, the academic approaches of *Improving Public Policy: Theory, Practise and Results*<sup>5</sup>, (2011, 3<sup>rd</sup> edition) by Cloete and de Coning that are widely recognized as the authoritative South African theoretical textbook in the field. In the public sector the relationship between policy development, implementation and planning as well as reporting, monitoring and evaluation has become critical.

In addition to the above issues that largely concern policy formulation and policy development, it is also regarded as useful to include **policy implementation** as well as policy monitoring and evaluation as part of the approach followed in this study. In terms of policy implementation, the development of strategies, the quality of multi-year planning as well as the importance of programme and project management, operational management and public, private partnerships (PPPs) are acknowledged. Other than the development of good policies therefore,

---

<sup>4</sup> Some of these include economic and financial investment, the strengthening of governance and civil society organisation and management, health, education, social capital, spiritual and emotional intelligence, community safety and environmental benefits. Sport and development concerns a specific effort to utilize sport and recreation to the benefit of community development.

<sup>5</sup> Van Schaiks Publishers, Pretoria.



it is clear that the ability of countries to implement such policies are critical important and an assessment of the implementation capacity of all role players including government, has therefore become necessary.

In addition to policy development and policy implementation, the third major policy approach utilized by this study is that **of results-based monitoring and evaluation**. M&E has become prominent in the last 20 years as a valuable approach in assessing results of performance by utilizing higher order M&E systems to report on the outcomes and impacts achieved rather than focusing on outputs only. In this regard the researchers in this research investigation have largely used the approaches of Kusek and Rist as well as Imas and Rist and those of evaluation scholars such as Clarke and Fetterman. The Case for Sport research has also made use of the recent publication on *Evaluation Management in South Africa and Africa* that provides an important conceptual basis for the research and evaluation in the Case for Sport research (see Cloete, Rabie and De Coning, 2014).

## 1.6 CONCEPTUAL APPROACH AND RESEARCH DESIGN

Against the above background, the research design of the study is based on a thematic approach using both categories to assess the benefits of sport on development in the province as well as a set of sub-themes and cross-cutting themes. The main categories include:

- Sport demographics and sport participation;
- Governance and institutional arrangements;
- Economic benefits;
- Social benefits and impacts as well as
- Environmental factors including sport related infrastructure and land.

In turn, each of the above categories consists of a subset of key issues to be included in the study. In the case of the positive impact of sport on economic development and financial investment key issues include employment, contribution to economic growth and specific sectors such as tourism and manufacturing as well as domestic and foreign investments in sport. In the case of the impact of sport on social development this includes subsectors and key issues such as the impact of sport on health status, education and training, safe spaces and community safety as well as social welfare and social capital development, e.g. building trust, networks, and social collaboration. (See attached framework of key issues)

Departing from the viewpoint that the case was developed for both Sport and Recreation, the development benefits of sport, in addition to the benefits of competitive sport will be highlighted and an emphasis will be placed on the economic, social and environmental benefits of the study.

The study therefore departs from an integrated perspective with a multi-sectoral and developmental approach. It is well accepted that sustainable development concerns the triple bottom-line, i.e. development manifests in the economic, social and environmental fields. In a developmental state such as South Africa a developmental focus as well as an emphasis on governance, including the relationship with civil society, forms an important point of departure.

Although the study therefore uses a thematic approach using the above categories, it also utilized sport type specific information as well as cross-cutting focus areas. The SRSA Report (2009: 6) noted that “If one considers all the attributes of sport, it becomes evident that it is indeed an important agency for enhancing the five key forms of capital, namely human capital, (skills, knowledge, health), social capital (relationships, networks), financial capital (employment, investment), physical capital (infrastructure, equipment) and natural capital (common-property resources, the environment). In addition to these assets offered by sport, and due to its inherent political nature, sport can also be an agency for enhanced political and social capital – embracing participation, rights, identity and citizenship”.

The study also needs to be mindful of balanced rural/ urban development as well as the vulnerable sectors in the communities. The conceptual approach of the study that determines the research design is therefore based on the understanding that ‘socio-economic benefits’ have been defined in terms of an integrated approach to development that concerns economic development and financial arrangements, social development including various aspects identified above as well as environmental issues. Although further themes may be identified in future, the conceptual approach provides for these three main themes (economic, social and environmental) as well as important sub-themes (such as sport tourism in economic development or health in social development). This integrated ‘sectoral’ approach to development has also been further developed by identifying a set of sub-themes that in many instances run across (lateral) to both sectors and sport and recreation types. These include inter alia sport demographics and nature of participation, governance, management and institutional issues, policy, strategy, implementation and M&E related issues as well as special themes, such as gender, transformation, disability and conflict resolution.

Subsequently a thematic framework has been developed that was used to identify all pertinent issues that were addressed in the fieldwork (by use of a questionnaire and focus group discussions) as well as the desk-top study, case development and story-telling. This framework has been attached as Annexure A: Thematic Framework - Information requirements per Main Theme.

## **1.7 RESEARCH METHODOLOGY**

Although this document does not contain a full overview of the research methodology and approach followed in the study, some notes are necessary to explain the process that was followed and how information was obtained. The interested reader should also note the

references to the bibliography. The authoritative and generally accepted methodologies and theoretical frameworks for both social research methodology (Bailey and Mouton), case development (Schutte, Brynard, Yin) as well as M&E (Kusek and Rist, Clarke, Mora Imas, Cloete and Rabie) were utilized in this study.

It was found that a severe shortage of good statistical information existed to serve as an evidence base for the benefits of sport and recreation. This phenomenon in itself is an important finding regarding the Western Cape and a concerted effort will have to be made to acquire relevant information. Dr Bernardus van der Spuy, in the 2009 SRSA Report (2009: 45) noted that:

*The macro economic impact of sport as a dynamic and fast growing sector may be persistently underestimated, mainly due to statistical and methodological shortcomings. Measuring either the economic or social impact of sport is not a straightforward process ... Problems may arise because of the tools being used to measure the economic impact of the overall sport system or the activities to which they lead.*

In terms of research methodology, **a qualitative approach** has been followed that included the mainstream academic material on the topic, the consideration of all **qualitative material on sport in the Western Cape** as well as qualitative perspectives obtained through the **Survey Questionnaire** and **meetings with all Federations, group discussions**, as well as **case study development and storytelling**.

It is foreseen that a next phase of research, beyond this Report, may include some specific surveys, e.g. a much-needed household survey on sport and specialized surveys concerning employment and financial investment. In-depth surveys such as at the household level were not possible at this stage but it is hoped that this study will provide a useful framework for further investigations and M&E baseline work.

### **Notes on fieldwork**

The Case for Sport Research is multi-year and has been active since 2012 based on an Agreement between ICESSD and DCAS. This includes an annual DCAS questionnaire survey to all sport federations that is distributed and collected by DACS as part of the Tri-Lateral process. The completed Surveys are assessed and analysed by the ICESSD Research Team. Other than all primary research material collected throughout the year that includes all formal DCAS reports and other relevant government information, such as the Economic Outlook and publications by the Department of the Premier, the Research Team made use of information obtained through the Tri-lateral meetings as well as the commissioned case studies.

### **Case for Sport activities for 2017**

During 2017 the main activities of the Case for Sport Research included:

1. Regular meetings between UWC and DCAS to assess strategic trends and arrange case for sport research initiatives and commissioned research activities. Strategic liaison and planning meetings with Adv Lyndon Bouah (DCAS) and Prof Marion Keim Lees (ICESSD, UWC) on priorities and deliverables.
2. Regular meetings with DCAS and monitoring of DCAS material and reports. Activities include verification analysis of regular releases of federation statistics by DACS.
3. Continued updates to the Annual DCAS Survey Questionnaire.
4. Analysis and assessment of Tri-lateral reports and meetings held in January and February 2017. This included 123 sport federations meetings in Beaufort West, Oudtshoorn, George, Caledon, Paarl, Langebaan and Cape Town.
5. Consolidation of existing (2016/ 2017) Survey Questionnaires and summary of Sport participant demographics.
6. Monitoring of (2017) Survey Questionnaires and summary of Sport participant demographics.
7. Liaison with DCAS and federations on receipt and recording of all 2016 and 2017 Questionnaires submitted to ICESSD and secondly, the calculation of sport participants per federation, district and province. Copies of all questionnaires on software as well as a hard copy of each questionnaire received.
8. Verification of questionnaires received vis-à-vis DCAS stats.
9. Case for Sport Survey Analysis 2016 & 2017.
10. Develop Case study and Story-telling Portfolio. It was agreed that various cases will be developed with specific focus areas. The case studies activities include portfolio planning, identification of priority cases, commissioning of cases, follow-up and assistance with cases, case writing and editing, case study summaries and final publication. During November 2017, a total number of 35 commissioned case studies existed.
11. Coordinate Story -telling Portfolio.
12. Development of Draft Report, Consultation and reviews of final drafts.
13. Planning and coordination of final report (Outlay, cover, administrative and publication rights issues, final scripts and printing).
14. Presentations in South Africa and abroad when required or requested by DCAS or the Director of ICESSD. (DCAS, SRSA, IOC, Geneva, Havana, Cuba, Paris, France, IOA in Olympia, Greece in 2017 as well as SASRECON Conference).
15. Series of presentations and final Project Meeting with DCAS and ICESSD.
16. Progress and final reporting.
17. Planning for January and February 2018 Tri-laterals with Federations and updated information

### **Desk-top Research**

The **desk-top research and information on sport and development** and sport and recreation was sourced from the local literature as well as authoritative theoretical sources in use by

ICESSD. All formal reports and information on sport in the Western Cape in terms of Government in the Province was provided by DCAS. The key research reports that formed the foundation for this research and that has been extensively used, include:

- The Social and Economic Value of Sport: The basis for a case for South African Sport, 2009 by SRSA;
- The African Sport Policy Index, 2013 by ICESSD;
- The City of Cape Town Recreation study;
- The Case for Sport Research Report (2015)
- The Socio-Economic Outlook of the Western Cape (2017)
- The Annual Report, 2017: Office of the Premier WCG.
- The Annual Report, 2017, DCAS.

Only two major studies have been done on participation rates of sport in South Africa and neither have specified provincial trends. These include the **HSRC study** (undated in SRSA, 2009) and the **BMI Report** on South Africa's junior and adult sports participation and profiles (2007). A request has been made to SRSA to request information providers to include provincial figures in future. The other Report that are highly significant is that of the South African **National Youth Risk Behaviour Survey** by the Medical Research Council.

It should be noted that academic literature on sport and development at a community level and also behavioural change studies linked to sport interventions has been a lively scene in the last few years and various important studies and journals have come into being. Our PhD and Masters participants at ICESSD were a great help in many ways and contributed with valuable literature, fieldwork perspectives and theoretical opinions. This study is largely a qualitative research investigation and not primarily a quantitative study. Useful information that is publically available was obtained and some quantitative information emerged from the survey that was done with sport federations. The quantitative dimension of this study included the collection of all publicly available statistics required that is presently in use, primary research material that are in existence but that may not be generally available as well as research information and data that has been collected from original sources. Very meaningful statistics emerged from our case studies and some of these calculations become available for the first time. Where possible an attempt was made to establish base line statistics and important major institutional, economic, social and infrastructure trends. Detailed analysis and interpretation in many areas are regarded as part of the scope of subsequent research and M&E work.

In terms of our request for information to StatsSA, as specified in the Economic Chapter of this Report, the research programme is still waiting for information on GDP, household expenditure and employment, and specific recommendations have been made to DCAS in this respect. In 2014, the Case for Sport Research Project made use of the services of the *Bureau for Economic Research* at Stellenbosch University to develop a specific Report titled: ***"A high level economic analysis of the economic contribution by sport and related activities to the domestic***

**and Western Cape economy".** Full acknowledgement of this contribution is hereby given to the BER for this research and the section on economic contribution to provincial GDP and employment (Section 5.2) makes extensive use of this Report (BER, 2014) that was developed for this purpose. It should be noted that this initiative and Report should be seen as a first attempt by the ICESD and the BER to cooperate in this respect and it is envisaged that a longer-term partnership will be explored during 2014 in order to address current data restrictions and a more up to date economic perspective on sport and recreation through further research.

### **The 2016/ 2017 Case for Sport Survey**

The research conducted a **survey exercise** that focused on socio-economic information and valuable perspectives and information emerged. This was the first time that such a survey was attempted, and questionnaires were distributed to the 123 sport federations that receive funding from the Western Cape Government. It is clear from our research that this was a very useful pilot exercise and it is recommended that the survey be repeated on an annual basis as vital baseline information exists that need to be captured. Very good qualitative information emanated from the survey whilst only selected quantitative information was used. In some instances, such as with the participation rate of athletes in the Province, the Survey data was used in conjunction with DCAS data to determine the present participation rate of selected sport codes.

In terms of the survey, an insufficient response by respondents was received (82/123) to ensure a sufficient sample for the full use of the quantitative data. This is especially the case because the missing data includes big sport types with significant effects on the statistics in the Province. An insufficient number and percentage of completed questionnaires were received by the end of May 2017 (82/123) despite various efforts by ICESD and DCAS to ensure that sufficient responses were obtained to ensure a good research base.

It should be noted that **Sport Federations have been improving** in submitting quality responses as per the Survey as they have become more and more acquainted and capacitated to provide the information requested. It is also encouraging that Sport Federations have also shown an increasing understanding in the benefits of the research and the advantages of collecting such information and doing basic analysis and assessment of it, also for their own federation purposes.

It is recommended that this survey again be conducted in the next year as vital information exists that can only be sourced from the federations themselves. Although the process was well communicated, volunteers at the federations have limited capacity and time to do additional administrative tasks that are not regarded as core to their business. It is recommended that sufficient resources be budgeted for this in future so that trained interviewers can follow up

with an interview with every federation. DCAS has made a huge effort and made a considerable effort in this respect. We were able to use the completed questionnaires to:

- Update the participation in sport statistics using DCAS statistics for those federations that did not respond and using updated ICESD figures to develop updated totals, including unregistered participants;
- Develop participation rankings;
- Gain valuable qualitative insights into the different sport types and used this information in the main report.

### **The case study and story-telling approach**

The case method is well-known and appreciated for recording scientific information and registering qualitative perspectives. Because of a lack of hard data in some of the social areas, case studies and other qualitative social research methods become vital in developing a case for sport in the Western Cape. Our cases also show that cases have an important role to play in recording lessons of experience for further dialogue and debate. This year's publication (2017) is special in terms of the case contributions that we received in terms of quality and depth but also the variety and diversity of the cases that shows a vibrant sport and development micro cosmos of activity.

The cases and case studies in this Report have all been developed by volunteers that have been requested to make a contribution to this study in a specific area. The cases have been developed by practitioners and no changes have been made to the content as each of these cases tell their own story in their own way. It is in fact part of the methodology of this study that readers can and should themselves consider the merit of these cases and interpret for themselves what this means. The cases in this Part of the study is thus open for discussion and interpretation and is intended to stimulate the debate and dialogue on these important issues. Although a summary of these cases has not been attempted, references will be made to significant trends and tendencies in the core of the Report, namely in the various chapters that deal with socio-economic development and the governance and institutional arrangements for sport and development.

An exciting development in Phase Two of the research has been the quality of case studies that were submitted and that is published in this Report. It is evident that both government and civil society through various organisations have become increasingly specialised in what they do and that our cases show that increasing numbers of beneficiaries are being reached. Case studies could be developed and used as either for research purposes and/ or for teaching purposes. It is hoped that the cases below may be used by federations and universities to brainstorm and debate the various options for improvement that may exist. This Part of the research is also a challenge to many ordinary practitioners and students out there to contribute to this debate by developing case studies and by flying these as kites for popular consideration and debate. The interested reader is referred to numerous guidelines for case writing (see for example Yin,

Brynard as well as Schutte) as well as the significance of storytelling and the stories that will be discussed in PART C.

Specific cases were commissioned by appointing volunteers to develop cases on local sporting initiatives that represented important initiatives from which lessons could be learnt and that showed that sport and recreation impact on development. In Phase two of our research, **the increased number of diverse cases also allowed us to categorise the cases to some extent**, using an institutional definition and we therefore ordered cases in terms of their **public-sector** affiliation (those that were mainly government driven), cases covering the **sport federation** environment, as well as cases of **civil society involvement**, mainly through **NGOs** and universities. Cases that were developed on specific sport types were identified because of some of the very special characteristics of these sport types.

The reader is encouraged to compare cases and to interact with the research team on case development for the future. We also trust that researchers and practitioners from other countries all over the world may benefit from these case experiences.

The **Storytelling method** has also been employed very successfully in this study and improved the participation in the project. In **Phase 1 of the Research Project**, second and third-year students were utilized to design and manage a story-telling competition. More than a hundred stories were received mostly from high school and university students and only ten stories were selected for the research that included participants from MOD Centres. The focus of the stories was on the benefits of sport and recreation to communities. In **Phase 2 of the Research Project** we have also included stories that were written by MOD Centre coaches that attended an Olympic Value Education Course as well as stories written by participants as part of the Post Graduate Diploma in Sport and Development at UWC. This year's publication (2017) therefore makes use of three categories of stories.

Striking stories that give first-hand accounts of youth that moved away from drug abuse and gangs because of sport have been recorded. Because of the indirect advantages of sport for spectators as a form of leisure, two stories were also included from a spectators' point of view. As with the use of cases and case studies the reader should note that the stories are open to be read and interpreted in terms of its meaning and the implications for sport and socio-economic development. This means that the reader becomes a participant in this research in attempting to understand the stories that people tell. The intention is that case development and story-telling acts as a vehicle for modern day teaching and learning methodology whereby all of us in fact learn and contribute to this debate. It is hoped that these stories may be used in various ways by practitioners and scholars alike for people to read and discuss and to develop options for the improvement of sport and development. The stories may also assist us to understand the stories that people tell. We have been much encouraged by the use of the stories in the previous publication by the then MEC for Sport and Cultural Affairs, Minister Ivan Meyer in the



Western Cape Provincial Legislature in 2015, when he quoted from these stories in Parliament to illustrate the effect of sport on communities.

As a third direct qualitative source of information the various forms of **post-graduate research** that ICESSD has been involved in also formed an important basis for the research. ICESSD has PhD students in fields such as the impact of sport on federations, club development, evaluation of MOD Centres, skills development impacts of sport and development initiatives, sport as a tool for peace, social transformation, peace and nationbuilding - as well as sport management and quality management approaches. The contribution of post-graduate students to the case development portfolio is hereby acknowledged.

## **1.8 SCOPE OF THE STUDY**

The research contained in this report has a particular focus and although various expectations may exist, the reader should note that the research is aimed at developing a qualitative perspective on the socio-economic benefits of sport and recreation in the Western Cape (see the discussion on the objectives and purpose of the study). The purpose of the research in this sense is to develop a baseline understanding of the impact of sport and recreation on development in the Province. Although some original qualitative and quantitative information has become available it was not within the scope of this study to establish a statistical basis for sport and recreation in the Western Cape. However, our research has identified several opportunities in this respect as a need exist to develop the formal system and to re-orientate many important stakeholders as to the importance of collecting key information. The following specific areas are excluded from the scope of this study:

- The research study did not focus on the competitive nature and the success of competitive sport in the Western Cape at all.
- The research did not undertake a sport – by sport type analysis although some sport codes were highlighted especially in terms of case studies.
- The research does not provide a historical overview of the development of sport in the Province.
- The research does not focus on the performance of any government department or any other organisational entity and the advocacy of any particular organisation has been avoided although the research reports on the activities of several important role players.

## **1.9 LIMITATIONS OF THE STUDY**

Before listing a number of important limitations to the study it should be acknowledged that even though challenges exist, a major advantage in obtaining research information has been the multi-year nature of the research programme as well as the contact with all sport

federations through the DCAS Tri-Lateral process. The limitations in the research are identified not only as lessons of experience for other research studies on this topic elsewhere, but also as important pointers to those risks that should be mitigated in the next phase of this research. Some of the important limitations of the research included that:

- Although the return of Survey Questionnaires has been improving, the non-participation by some of the larger federations such as rugby and football as well as cricket have had a negative impact of the research. The total number of participants excluded from our analysis because of this factor is still a significant factor and does not yet allow a full analysis of the data (see the discussion above on the Survey Questionnaire).
- A second limitation has been that many federations submit incomplete information that does not allow further analysis and research;
- A general lack of adequate statistics exists for research purposes. National federations, SRSA and SASCOC did not provide reliable data during the last three years on the demographic profile of the South African sporting community. The lack of information and statistics on sport and recreation impacts negatively on the sport and development research and evaluation efforts at Provincial level.
- StatsSA does not yet provide an adequate focus on sport and recreation as an economic and social sector. Adequate economic, financial, social and demographic information on sport and recreation is not yet available.
- The lack of adequate research funding for the Case for Sport has meant that more specialised research work, where other research organisations had to be sub-contracted, was not possible. This especially affected two areas namely 1) an update of the GDP contribution to sport in the Province and provincial employment could not be done, and 2) micro-economic analysis of the development impact of the 16 priority codes could not be undertaken.
- Although some scientific studies are available on the micro effects of increased activity and participation of sport and recreation on health, macro scale health benefits as a result of increased activity is not yet available.

It is important that the above research limitations be addressed in the next phase of the research. The research team has been encouraged by the growing interest in the study and the encouragement also of international sport organisations to continue this research as a number of other countries and provinces have benchmarked their research cases against this research. For this reason, too, it is important that risks factors such as the above, be identified and possible mitigation activities be discussed.

## **1.10 THE ICESD RESEARCH TEAM**

The Research Team consisted in its entirety of part-time researchers and included Prof Christo de Coning as the Principal researcher supported by Prof Marion Keim Lees, the Director of ICESD as well as Ms Anita Fredericks as administrative coordinator and our 2016/2017 Research Assistants, Mr Warren Lucas and Ms Nana Adom. Prof Keim and Ms Nariman Lattoe have

assisted with the compilation of stories. The project also made use of practitioners that volunteered to develop case studies. The Research Team at UWC has enjoyed the full support of the Department of Cultural Affairs and Sport (DCAS) and Advocate Lyndon Bouah has played a tremendous role in making sure the Research Team has access to government networks and in actively facilitating the completion of questionnaires by sport federations. Our appreciation also goes to Mr Paul Hendrickse and his staff for the Case on MOD Centres. Other members of DCAS also assisted us directly including Ms Janine Petersen and Ms Nicolette Pietersen that assisted the team actively with the return of questionnaires and Mr Kevin Malan and Mr Thabo Tutu that played an important role in accessing information within government.

The Research Investigation made use of our Postgraduate Research Network at ICESSD and the views of ICESSD and UWC PhD and Masters students and the research in turn informed more specialised research, also in the longer term, on these topics. ICESSD also made use of its network of professional researchers, partners, including local and international universities and civil society organisations, to focus research on this topic.

## **CHAPTER 2: POLICY AND INSTITUTIONAL ARRANGEMENTS FOR SPORT AND RECREATION IN SOUTH AFRICA AND THE WESTERN CAPE**

### **2.1 INTRODUCTION: GOVERNANCE AND SPORT**

Good governance and cooperative governance are essential to sound institutional arrangements for sport and recreation in South Africa. As stated at a lecture to the IOA this year (De Coning, 2017):

*Governance is essentially about the relationship between the state and civil society. From a state perspective, governance is about the role of the state, the nature of the state and the nature of the relationship with civil society. From a civil society perspective, governance is about the role of civil society, the nature of civil society (how it is mobilised and organised) and the nature of its relationship with the state (see Cloete, Rabie and De Coning, 2014:300).*

Although macro institutional arrangements have been put in place in South Africa through SRSA and SACOC, since the new democracy came into power, many challenges exist, as is evident from the present (November 2017) impasse with the suspension of officials and members of SASCOC. In the Western Cape the relationship between government, the Western Cape Sports Confederation, federations, NGOs, private sector and universities have been a cooperative relationship and, in some ways, very dynamic. The Province also however has many challenges with respect to disadvantaged communities and struggling federations and corporate governance practises. The material in this chapter attempts to provide a governance and institutional perspective of the management of sport in the Province.

The discussion below will focus on the South African and Western Cape institutional arrangements for sport. Extensive use has been made of the research by Dr David Maralack that was done for ICESSD as part of the African Sport Policy Project as well as the chapter in the book by Maralack, Keim and de Coning (2014).

### **2.2 BRIEF DESCRIPTION OF THE SOUTH AFRICAN SPORT AND RECREATION SYSTEM**

The National Sport System in South Africa rests on two institutional pillars: government and civil society. Government consists of three interlocking, although independent spheres: the national, provincial and local government spheres. Civil Society sport as federations is structured through the non-government South African Sports Confederation and Olympic Committee (SASCOC) although no developmental NGOs are involved in this process.

With reference to Government Structures and Responsibilities, the responsibility of each sphere of government is contained in The Constitution of South Africa and provides the legislative and executive authority of the different spheres of Government ensuring that each operates within a framework of cooperative governance. At the apex, SRSA takes overall responsibility for sport and recreation in South Africa and establishes the appropriate enabling environment to ensure that activities undertaken by other stakeholders in sport are coordinated, uniform and effective.

The Minister of Sport and Recreation is the custodian of sport and recreation in South Africa and has the legislative powers to oversee the development and management of sport and recreation in the country (South African Government, 2011, *The White Paper on Sport and Recreation* (Revised in 2011)). The Minister is therefore empowered to be the principal authority of Government with regards to all sport and recreation matters.

SRSA is responsible to develop, coordinate and monitor a comprehensive system established in accordance with a broadly agreed national strategy. SRSA is assigned this responsibility and must ensure that the required sports development system is in place and fully operational.

All activities of SRSA are guided by the *The White Paper on Sport and Recreation* (South African Government: 2011) and is required to develop legislation, regulations, national policies and guidelines for sport and recreation in the country. SRSA ensures that effective partnerships are in place with other implementers of sport and recreation such as Provinces and Municipalities as well as the South African Sports Confederation and Olympic Committee (SASCOC) and National Federations.

Furthermore, SRSA supports those responsible for delivery with available resources and other support. SRSA also oversees the implementation of projects and evaluate results to ensure that it delivers value for public funding as well as to feed back into policy development. SRSA works closely with the Minister in its role in facilitating inter-departmental and international relationships. SRSA enters into service level agreements with National Federations (NFs) to be able to oversee and monitor the implementation of policies by the NFs in the country.

At the provincial level, the organisation, management and control of sport and recreation at a provincial or regional level are provincial competencies. Each of the nine Provinces and the relevant provincial Sports Member of the Executive Council (MEC) and the provincial departments of sport and recreation are charged with various responsibilities such as:

- Promulgating Provincial legislation that provides norms and standards at local municipal level.
- Developing policies within the context of the national sport and recreation policy, with the principal agents being the provincial sport federations.

- Implementing and monitoring sport and recreation policies within the provincial framework.
- Developing sport and recreation in the province holistically.
- Building relations with identified stakeholders with a view of developing sport and recreation in the province.
- Assisting and guiding provincial and regional sport academies in line with national directives with a view of providing support for provincial level athletes and for those national athletes living and training locally. The respective roles between SASCOC and the provinces must be defined in formal agreements.
- Facilitate and support the provincial sport confederation to deliver on its mandate.
- Funding of recognised sport and recreation entities in the province supporting the coordinated approach taken by SRSA.
- Facilitating the building, upgrading, maintenance and management of sport and recreation facilities in conjunction with local authorities.
- Hosting provincial sport and recreation events and supporting national and international events.

The local authorities have the following roles:

- Policy development at local level.
- Implementation and monitoring of sport and recreation policies.
- Funding of its principal agencies, especially sport clubs and individuals.
- Building, upgrading, maintenance and management of infrastructure for sport and recreation in municipalities, metros and districts.

At the National level, the South African Sports Confederation and Olympic Committee (SASCOC) is the only sport NGO permitted by legislation at a macro level and serve as the umbrella body for all National Sport Federations. SASCOC is responsible for all activities and responsibilities assigned to the organisation as outlined in the National Sport and Recreation Amendment Act. The key area of responsibility of SASCOC is the development, implementation and monitoring of a high-performance programme for South African national athletes. Furthermore, SASCOC is responsible for the selection and preparation of all South African teams participating in multi-sports events.

SASCOC is also responsible for:

- Ensuring compliance with the laws of the country, rules and regulations.
- Ensuring that government priorities and the policies as outlined in the White Paper are met and implemented by itself and its members.
- Managing and controlling affiliation of organised sport at international level.
- Determining affiliation criteria and managing the membership of its members.
- Developing a business plan and ensuring that business plans are in place for all its members.
- Ensuring good governance of itself and its members.

- Managing conflict resolution amongst members.
- Facilitating the mobilisation of resources for itself and members.
- Ensuring that resources are accounted for according to acceptable accounting principles.
- Managing the awarding of national colours.
- Establishing and managing Provincial Sports Councils in all nine Provinces.

In terms of the role of National Federations (NFs), the SRSA acknowledges the autonomy of NFs with regards to the administration of sport and recreation in South Africa. However, this autonomy is required to be executed within the framework of the national White Paper on Sport and Recreation, the various national legislative frameworks and on the understanding that much of the NFs funding is derived from Government.

SRSA recognises that NFs are at the centre of the sport system and are the main custodians for the development of their sport. Sport federations are required to manage and grow their sport effectively, and respond to the needs and requirements of athletes. The primary focus of the NFs is the welfare and performance of their athletes. It is the stated position of government that all National Federations are responsible for the success or failure of their sports.

Each NF must develop a strategic plan outlining its goals and the activities it will pursue to achieve those goals. The performance indicators for the individual NFs should be related to the identification and nurturing of talented participants in their sport, club development, transformation and the continuous improvement in international rankings. In this regard each NF is expected to appoint a head coach. This person should have the responsibility for establishing a national training programme for the sport and to nurture the development of identified individual athletes.

Funding is provided to NFs by national government (SRSA) and is based on the achievement of agreed results and the signing of a service level agreement in respect of mutually agreed programmes.

The above institutional perspective does not adequately provide for civil society as many NGOs involved in sport do not form part of the above formal arrangements and representation at SASCOC. **This is also the case with NGOs active in the Western Cape as no NGOs other than federations form part of the Western Cape Sport Confederation to date.** Although the Network for Social Change claims to represent some 80 NGOs country-wide, many NGOs, also from the Western Cape do not form part of this structure. The various case studies by NGOs in Part B of this Report bears testimony to the scale and level of involvement of NGOs in sport and development. Also in terms of socio-economic benefits, the role of NGOs other than federations cannot be excluded from a governance perspective on sport governance in South Africa. For the sake of comprehensiveness, it should also be noted that

the social responsibility efforts of many commercial entities as well as donor involvement, by both commercial companies (such as NIKE, Coca Cola and Mercedes Benz) and through multi-lateral organisations, form part of the governance scenario.

## 2.3 SOUTH AFRICAN POLICIES ON SPORT AND DEVELOPMENT AND KEY ISSUES

The research conducted for the African Sports Index study (see ICESDD, 2013) above, has confirmed that South Africa has experienced a fundamental policy shift with a comprehensive review of policies since 1994. It has also gone through several phases of implementation, with drastic changes occurring with the implementation of the MTEF and PFMA in 1998. The country is also one of the only countries that have developed an elaborate Results-based Monitoring and Evaluation System in the Presidency and various Offices of the Premiers at Provincial level, although this system has not yet been fully developed at departmental level including the South African national Department of Sport and Recreation (SRSA).

### Major sport policies and plans

The Section in the Report below has been based on the research done by ICESDD in preparation for a book chapter entitled “A Development perspective on transformation and sport policy in South Africa” *In Comparative sport development: Systems, participation and Public Policy* and the important role of Dr. David Maralack is acknowledged in this important UWC Research<sup>6</sup>. The discussion below provides an overview of the status and standing of sport policy and other key issues in South Africa before the research findings on the Western Cape will be discussed.

The key policies and acts that govern sport and development in South Africa include inter alia:

- The White Paper on Sport and Recreation, revised in 2011 (South African Government, 2011);
- The development of the National Sport and Recreation Plan (NSRP: 2011).
- The National Sport and Recreation Act, 1998 (No 110 of 1998) and Amendment Act No 18 of 2007;
- South African Institute for Drug Free Sport Act of 1997 (Act no 14 of 1997) and Amendment Act 25 of 2006;
- South African Boxing Act of 2001 (Act No 11 of 2001)
- Safety at Sport and Recreation Events Act of 2010 (Act No 2 of 2010)

---

<sup>6</sup> Maralack, D., Keim, M. and de Coning, C. (2014 Unpublished) “A Development perspective on transformation and sport policy in South Africa” *In Comparative sport development: Systems, participation and Public Policy*. Cologne Sport University, Cologne. Germany.



With respect to Legislative and other mandates, the Department of Cultural Affairs and Sport (DCAS) regards as binding the legislative mandate on which its overall functioning is based, notably efficient, equitable and accessible service delivery, based on the Government's White Paper on Transforming Public Service Delivery, "the Batho Pele initiative".

## 2.4 THE LEGISLATIVE AND POLICY MANDATE OF DCAS

The Department operates within the legislative and policy mandates described below.

### Constitutional mandates

Section	Description
<b>Constitution of the Republic of South Africa, 1996</b>	
Section 6(3) and (4): Language	The Western Cape Government (WCG) must, by legislative and other measures, regulate and monitor its use of official languages. All official languages must enjoy parity of esteem and must be treated equitably. The Western Cape Language Committee, in collaboration with DCAS, has a responsibility for monitoring and evaluating the implementation of the Western Cape Provincial Language Policy, adopted in 2001, and must report to the Western Cape Provincial Legislature on this mandate at least once a year.
Section 30: Language and culture	DCAS facilitates opportunities for the people of the Western Cape to exercise their language and cultural rights through the programmes and projects that it presents and supports.
Section 31: Cultural, religious and linguistic communities	DCAS must ensure that its programmes and projects respect the cultural and linguistic diversity of the population of the Western Cape.
Section 41: Principles of cooperative government and intergovernmental relations	DCAS cooperates with all spheres of government. In terms of its specific mandates, DCAS works in close cooperation with the national Department of Arts and Culture and Sport and Recreation South Africa (SRSA) – the national department responsible for sport and recreation; national and provincial public entities; and municipalities in the Western Cape.

Section	Description
Section 156(4): Assignment of powers	<p>DCAS must assign or delegate to a municipality, by agreement and subject to any conditions, the administration of a matter listed in Part A of Schedule 4 or Part A of Schedule 5 which necessarily relates to local government, if—</p> <ul style="list-style-type: none"> <li>• that matter would most effectively be administered locally; and</li> <li>• the municipality has the capacity to administer it.</li> </ul> <p>DCAS is facilitating the rendering of public library services, which local government considers to be an unfunded mandate. These services are being rendered in cooperation with the National Treasury and the national Department of Arts and Culture through the Conditional Grant for Community Libraries, with further support from Provincial Treasury Municipal Replacement Funding.</p>
Schedule 4: Functional Areas of Concurrent National and Provincial Legislative Competence	<p>Cultural matters:</p> <ul style="list-style-type: none"> <li>• DCAS works closely with the national Department of Arts and Culture and associated organs of state regarding concurrent arts, culture and heritage matters.</li> </ul> <p>Language policy and the regulation of official languages to the extent that the provisions of section 6 of the Constitution expressly confer upon the Western Cape Provincial Legislature legislative competence:</p> <ul style="list-style-type: none"> <li>• DCAS works closely with the national Department of Arts and Culture and associated organs of state regarding language policy matters.</li> </ul>

Section	Description
Schedule 5: Functional Areas of Exclusive Provincial Legislative Competence	<p>Archives other than national archives:</p> <ul style="list-style-type: none"> <li>• DCAS is mandated to draft provincial legislation regarding archives other than national archives to and manage its implementation. The Department is responsible for the provincial Archives and Records Service.</li> </ul> <p>Libraries other than national libraries:</p> <ul style="list-style-type: none"> <li>• DCAS is mandated to draft provincial legislation regarding libraries other than national libraries and to manage its implementation. The Department is responsible for rendering the provincial library and information service and for working closely with public library authorities to render a public library service.</li> </ul> <p>Museums other than national museums:</p> <ul style="list-style-type: none"> <li>• DCAS is mandated to draft exclusive provincial legislation regarding museums other than national museums and to manage its implementation. The Department is responsible for the rendering of the provincial Museum Service and for working closely with affiliated museums in supporting these museums.</li> </ul> <p>Provincial cultural matters (including heritage resource management and geographical names):</p> <ul style="list-style-type: none"> <li>• DCAS provides Heritage Western Cape (HWC) – the provincial heritage resources authority – with personnel and other shared financial and administrative support to execute and administer its legal mandate. The MEC [Member of the (Provincial) Executive Council] also has certain legal powers and is the appointed appeals authority for the Western Cape.</li> <li>• DCAS provides professional and other support to the Western Cape Geographical Names Committee to facilitate public consultation regarding the standardisation of, and changes to, geographical names and to make recommendations to the South African Geographical Names Council. The Department provides professional and other support to this Committee.</li> </ul> <p>Sport:</p> <ul style="list-style-type: none"> <li>• DCAS is mandated to help to create an enabling environment for provincial sport and recreational activities.</li> </ul>

Section	Description
Section 195: Basic values and principles governing public administration	DCAS officials must adhere to the provisions of section 195, which provides a description of the democratic values and principles governing public administration. Section 195(1)(b) requires the promotion of the efficient, economic and effective use of resources. This in itself implies that programmes undertaken in the public sector should yield maximum benefits at the lowest possible cost.
Sections 92 and 133	<p>Section 92 provides that members of the Cabinet are accountable collectively and individually to Parliament for the exercise of their powers and the performance of their functions, and that they must provide Parliament with full and regular reports on matters under their control.</p> <p>Section 133 provides that MECs of a province are accountable collectively and individually to the provincial legislature for the exercise of their powers and the performance of their functions, and that they must provide the legislature with full and regular reports on matters under their control.</p>

### Constitution of the Western Cape, 1997

Section 5	<p>For the purposes of the Western Cape Government:</p> <ul style="list-style-type: none"> <li>the official languages Afrikaans, English and isiXhosa are to be used; and</li> <li>these languages enjoy equal status.</li> </ul> <p>The WCG must, through legislative and other measures, regulate and monitor its use of Afrikaans, English and isiXhosa. The Western Cape Government must also implement practical and positive measures to elevate the status and advance the use of those indigenous languages of the people of the Western Cape whose status and use have historically been diminished.</p>
Section 70	<p>Provincial legislation must provide for the establishment and reasonable funding, within the Province's available resources, of a cultural council or councils for a community or communities in the Western Cape sharing a common cultural and language heritage.</p> <p>Registration of and support to cultural councils:</p> <ul style="list-style-type: none"> <li>The Western Cape Cultural Commission (WCCC), one of the provincial public entities for which DCAS is responsible, is tasked with the registration of, and support to, registered cultural councils.</li> </ul>

Section	Description
Section 81	<p>The Western Cape Government must adopt and implement policies actively to promote and maintain the welfare of the people of the Western Cape, including policies aimed at achieving:</p> <ul style="list-style-type: none"> <li>the promotion of respect for the rights of cultural, religious and linguistic communities in the Western Cape; and</li> <li>the protection and conservation of the natural historical, cultural historical, archaeological and architectural heritage of the Western Cape for the benefit of present and future generations.</li> </ul> <p>DCAS implements specific policies to support these provisions.</p>
Section 82	<p>The directive principles of provincial policy in Chapter 10 (section 81) are not legally enforceable, but guide the Western Cape Government in making and applying laws.</p>

## Legislative mandates

National Legislation	Reference	Description
Public Finance Management Act, 1999	Act 1 of 1999	<p>The Act:</p> <ul style="list-style-type: none"> <li>regulates financial management in national and provincial governments, listed public entities, constitutional institutions and provincial legislatures;</li> <li>ensures that all revenue, expenditure, assets and liabilities of these institutions are managed efficiently and effectively; and</li> <li>defines the responsibilities of persons entrusted with financial management in these bodies.</li> </ul>
Public Service Act, 1994 (as amended by, <i>inter alia</i> , the Public Service Amendment Act, 2007)	Proclamation 103 published in <i>Government Gazette</i> 15791, 3 June 1994; Act 30 of 2007	The Act makes provision for the organisation and administration of the Department, the regulation of the conditions of employment, terms of office, discipline, retirement and discharge of members of the public service, and related matters.
Division of Revenue Act, 2012	Act 5 of 2012	DCAS receives conditional grants in terms of the Division of Revenue Act (DORA) and is responsible for the management of these funds.

National Legislation	Reference	Description
Promotion of Access to Information Act, 2000	Act 2 of 2000	<p>The Act gives effect to the right to have access to records held by the state, government institutions and private bodies. Among other things, every public and private body must:</p> <ul style="list-style-type: none"> <li>• compile a manual that explains to members of the public how to lodge an application for access to information that the body holds; and</li> <li>• appoint an information officer to consider requests for access to information held by the body.</li> </ul>
Promotion of Administrative Justice, 2000	Act 3 of 2000	<p>The Act:</p> <ul style="list-style-type: none"> <li>• sets out the rules and guidelines that administrators must follow when making decisions;</li> <li>• requires administrators to inform people about their right to review or appeal and their right to request reasons;</li> <li>• requires administrators to give reasons for their decisions; and</li> <li>• gives members of the public the right to challenge the decisions of administrators in court.</li> </ul>
Cultural Institutions Act, 1998	Act 119 of 1998	DCAS must liaise and cooperate with nationally declared cultural institutions regarding arts, culture and heritage matters.
Cultural Promotion Act, 1983	Act 35 of 1983	This legislation was assigned to the Western Cape and DCAS is responsible for complying with the provisions of the Act.
Cultural Affairs Act (House of Assembly), 1989	Act 65 of 1989	This legislation was assigned to the Western Cape and DCAS is responsible for complying with the provisions of the Act.
National Archives and Records Service of South Africa Act, 1996	Act 43 of 1996	<p>DCAS is responsible for the nomination of a Western Cape provincial representative to sit on the Advisory Committee for the National Archives.</p> <p>The Department is responsible for meeting the national norms and standards established under this Act.</p>

National Legislation	Reference	Description
National Arts Council Act, 1997	Act 56 of 1997	DCAS is responsible for the nomination of a Western Cape provincial representative to sit on the National Arts Council (NAC), for cooperating and coordinating with the National Arts Council, and for administering National Arts Council funding for the development of arts and culture in the Western Cape.
National Heritage Council Act, 1999	Act 11 of 1999	DCAS is responsible for the nomination of a Western Cape provincial representative to sit on the National Heritage Council (NHC), and for cooperating with and coordinating activities related to funding and projects that the NHC is conducting in the Western Cape.
National Heritage Resources Act, 1999	Act 25 of 1999	<p>DCAS ensures compliance with the Act by overseeing the nomination of a Western Cape provincial representative, preferably a member of the Council of Heritage Western Cape, to sit on the Council of the South African Heritage Resources Agency (SAHRA).</p> <p>DCAS ensures compliance with the legislation in that the MEC must appoint a Council for HWC, being the provincial heritage resources authority. The Department is responsible for liaising and cooperating with SAHRA, HWC and municipalities regarding the management of heritage resources. DCAS also assists the MEC with cases where appeals have been lodged with him or her against decisions of HWC.</p>
Pan South African Language Board Act, 1995	Act 59 of 1995 (section 8(a))	The Pan South African Language Board Act, 1995 provides for provincial language committees (PLCs) to be established by PanSALB, or for PanSALB to recognise an existing PLC as a PanSALB provincial language committee. PanSALB reports on the work of the Western Cape Language Committee (WCLC) as the work of its PLC for the Western Cape.
South African Geographical Names Council Act, 1998	Act 118 of 1998	DCAS is responsible for complying with the provisions in the legislation to nominate a Western Cape provincial representative to sit on the South African Geographical Names Council, to research geographical names in the Western Cape, to ensure standardisation and, where necessary, to facilitate consultation regarding proposed changes to these names.

National Legislation	Reference	Description
World Heritage Convention Act, 1999	Act 49 of 1999	<p>DCAS is responsible for complying with the provisions of the legislation to appoint a Western Cape provincial representative to sit on the South African World Heritage Advisory Committee.</p> <p>The Department is also responsible for complying with the provisions of the Act and the World Heritage Convention regarding the nominations of potential sites for the South African Tentative List, and the nomination of sites on the South African Tentative List for the attention of UNESCO's World Heritage Committee.</p>
National Sport and Recreation Act, 1998	Act 110 of 1998	<p>The Act provides for the promotion and development of sport and recreation and coordination of relationships between SASCOC [the South African Sports Confederation and Olympic Committee], Sport and Recreation South Africa, sport federations, sport councils and other agencies.</p> <p>The Act further provides measures aimed at correcting imbalances in sport and recreation; promoting equity and democracy in sport and recreation; and providing dispute resolution mechanisms in sport and recreation.</p>



Provincial Legislation	Reference	Description
Western Cape Provincial Languages Act, 1998	Act 13 of 1998 (Western Cape)	<p>The Western Cape Language Committee established by this Act must, among other things:</p> <ul style="list-style-type: none"> <li>• monitor the use of Afrikaans, English and isiXhosa by the Western Cape Government;</li> <li>• make recommendations to the MEC and the Provincial Parliament on proposed or existing legislation, practice and policy dealing directly or indirectly with language in the Western Cape;</li> <li>• actively promote the principle of multilingualism;</li> <li>• actively promote the development of previously marginalised indigenous languages;</li> <li>• advise the MEC and the Western Cape Cultural Commission on language matters in the Province; and</li> <li>• advise PanSALB on language matters in the Western Cape.</li> </ul> <p>DCAS has oversight of the WCLC and provides the Committee with administrative and financial support.</p>
Western Cape Cultural Commissions and Cultural Councils Act, 1998	Act 14 of 1998 (Western Cape)	<p>This Act establishes the Western Cape Cultural Commission to, among other things, consider the registration and deregistration of cultural councils representing communities sharing a common cultural and language heritage. The WCCC may also make recommendations on the following:</p> <ul style="list-style-type: none"> <li>• the visual, performing and literary arts;</li> <li>• the natural and human sciences;</li> <li>• cultural history; and</li> <li>• the cultural awareness and cultural involvement of youth.</li> </ul> <p>DCAS has oversight of the WCCC and provides the Commission with administrative and financial support.</p>
Western Cape Heritage Resource Management Regulations, 2002	PN 336 of 25 October 2002	<p>DCAS has oversight of Heritage Western Cape, the provincial heritage resources authority. The MEC is responsible for establishing the authority and for appointing a Council for each successive term of office. DCAS also provides HWC with administrative and financial support.</p>

Provincial Legislation	Reference	Description
Western Cape Heritage Resource Management Regulations, 2003	PN 298 of 29 August 2003	DCAS has oversight of Heritage Western Cape, the provincial heritage resources authority. The MEC is responsible for establishing the authority and for appointing a Council for each successive term of office. DCAS also provides HWC with administrative and financial support.
Provincial Archives and Records Service of the Western Cape Act, 2005	Act 3 of 2005 (Western Cape)	The Act establishes the Provincial Archives and Records Service of the Western Cape to preserve public and non-public records of enduring value for use by the public and the State; to make such records accessible; and to promote their use by the public.
Museums Ordinance, 1975	Ordinance 8 of 1975 (Cape Province)	DCAS is responsible for the execution of and compliance with the provisions of this Ordinance in as far as it affects provincial museums in the Western Cape.
Oude Kerk Volksmuseum Van 't Land van Waveren (Tulbagh) Ordinance, 1979	Ordinance 11 of 1979 (Cape Province)	DCAS is responsible for the execution of and compliance with the provisions of this Ordinance to govern the affairs of the Oude Kerk Volksmuseum in Tulbagh.
Provincial Library Service Ordinance, 1981	Ordinance 16 of 1981 (Cape Province)	DCAS is responsible for the execution of and compliance with the provisions of this Ordinance in respect of provincial libraries in the Western Cape.

## Policy mandates

Policy	Description
--------	-------------

**National policies**

National White Paper on Arts, Culture and Heritage (1996)	This policy paper provides a national framework for a joint policy for both the national and all nine provincial governments for policy on arts, culture and heritage and library and archive services.
National Language Policy Framework (2003)	This policy provides a national framework for the application of the provisions of the Constitution and legislative mandates to all organs of state, including DCAS. It also sets out principles and implementation strategies to be followed.
National Records Management Policy (Records Management Policy Manual, 2007)	This policy regulates the specific parameters within which governmental bodies should operate regarding the management of their records and how DCAS should oversee the records management of governmental bodies in the Western Cape.

Policy	Description
Managing Electronic Records in Governmental Bodies: Policy, Principles and Requirements (2006)	This policy provides guidance to governmental bodies to assist them to comply with legislative requirements regarding electronic records as an integral part of records resource management. DCAS must comply with the prescribed national and international standards, where applicable, of hardware, software and storage media for archival preservation.
National Sport and Recreation Indaba Declaration (2011)	This requires the alignment of the Department's key objectives with the strategic thrust of the declaration which sets out the vision for sport and recreation for the next eight years.
National Sport and Recreation Plan (2012)	Sets out the vision for sport and recreation in South Africa for the next eight years.
National White Paper on Sport and Recreation (2012)	<p>The policy highlights the following imperatives:</p> <ul style="list-style-type: none"> <li>• increasing the levels of participation in sport and recreation;</li> <li>• raising sport's profile in the face of conflicting priorities;</li> <li>• maximising the probability of success in major events; and</li> <li>• placing sport at the forefront of efforts to reduce crime.</li> </ul> <p>The overall responsibility for policy provision and delivery of sport and recreation resides with Sport and Recreation South Africa.</p>
Policy Framework for the Government-wide Monitoring and Evaluation Policy System (2007)	The aim of the Government-Wide Monitoring and Evaluation (GWM&E) System is to contribute to improved governance and to enhance the effectiveness of public sector organisations and institutions. This document provides the overarching policy framework for monitoring and evaluation in South Africa. It promotes results-based management.
Green Paper on Performance Management Monitoring and Evaluation (2009)	A key element of the approach is a focus on the priorities the government has agreed upon in the Medium Term Strategic Framework. This aims to mobilise government officials and the executive authority to focus on achieving the outcome and output measures set by government. The process is intended to guide departmental and individual performance at all levels.
Guidelines for National and Provincial Departments for the Preparation of an M&E Framework	The guidelines provide for the development of a monitoring and evaluation framework in all government institutions. They are meant to serve as an instrument to assess institutions' progress against their stated aims. This process requires departments to have a comprehensive understanding of all administrative data systems, administrative datasets and performance indicators. The indicators must be linked to specific policy imperatives and analysis of the sets of indicators must take place to determine any cause-and-effect relationships.

Policy	Description
<b>Provincial policies</b>	
Western Cape Provincial Library Service Policy	The policy provides guidelines for strategic planning processes and detailed functions performed by the Library Service. It also provides a management system for the component.
Western Cape Language Policy (PN 369/2001, 27 November 2001)	DCAS and all other provincial departments is obliged to implement the provisions of the Western Cape Language Policy. In addition, the Department is tasked with providing language services to the Western Cape Government through its central language unit.
Draft Western Cape Cultural Policy (2004)	The draft policy was widely canvassed through a series of regional consultation workshops as a precursor to the national arts, culture and heritage policy review. Neither the national policy review nor the Draft Western Cape Cultural Policy has been finalised.
Funding Policy for Arts and Culture (2009)	The funding policy guides the allocation of financial assistance to cultural organisations.
Sport and Recreation Funding Guidelines (2012)	The funding policy guides the allocation of financial assistance to sports organisations.
Draft Policy for the Naming and Renaming of Geographical Features (2007)	The draft policy sets out the criteria to be considered and processes to be followed by DCAS and the Western Cape Geographical Names Committee (an advisory body) when facilitating and consulting with stakeholders and communities about the standardisation of, renaming of, or changes to, existing geographical names. These bodies make recommendations to the South African Geographical Names Council and the national Minister of Arts and Culture.
Province-wide Monitoring and Evaluation System (2009)	This set of documents serves as a provincial response to the Government-wide M&E System. It is aimed at improving executive reporting and at incrementally providing evidence-based decision making for policy refinement and resource allocation in order to improve governance.
Draft Western Cape Museum Policy (2012)	The draft policy provides a basis for individuals and communities to establish and maintain museums in the Western Cape within the provisions of the Constitution. It also proposes a framework for the proposed new Western Cape provincial museum legislation that will replace the outdated Museum Ordinance, 1975 (Ordinance 8 of 1975 [Cape Province]).

Strategies	Description
<b>National strategies</b>	
Conditional Grant: Libraries Recapitalisation Programme for the enhancement of community library services	DCAS is responsible for the successful implementation and management of the conditional grant project in the Western Cape.
Terms of Reference: School Sport Joint Provincial Task Team (2012)	DCAS is tasked by SRSA and the national Department of Basic Education with establishing a School Sport Joint Provincial Task Team (JPPT) to oversee, coordinate and implement a school sport strategy, and to ensure participation in school sport.
Guidelines for the Establishment of Code Committees to Support School Sport (2013)	SRSA and the national Department of Basic Education provide clear guidelines for the establishment of code-specific school sport committees at circuit, district and provincial level. DCAS is responsible for coordinating school sport-related activities in the various codes. Code-specific coordinating committees are required to report to the relevant sport federations.
School Sport Memo (2013)	This DCAS memo provides guidance to stakeholders for complying with various school sport policy documents and the National Sport and Recreation Plan.
<b>Provincial strategies</b>	
Genre Development Strategy (2008)	Provides a framework for the development, promotion and preservation of art forms in the Western Cape.
Cultural Forum Strategy	To enhance co-operation between DCAS and communities through the establishment and capacitation of cultural forums.

The South African National Department of Sport and Recreation (SRSA) identified 10 (ten) strategic objectives, in line with the National White Paper on Sport and Recreation:

- Transformation
- School Sport
- Institutional mechanisms (facilities; sport councils; academies; and coaching)
- Mass mobilization in sport and recreation (Youth Camps; Job creation; Communication and Mass Participation)
- Recreation
- Funding
- High Performance Sport
- Effective and Efficient Administrative Support
- Well governed sport community
- Inter and Intra- governmental coordination
  
- Policy, legislation and strategies/ plans

The **ICESSD African Sports Index interview results** noted that all sport policies in South Africa were developed after 1996 and that the first post-apartheid White Paper on Sport and Recreation was promulgated in 1996 and is currently being revised. The White paper provides the overarching policy framework for sport and recreation in South Africa establishing the following:

- International strategic frameworks, in particular the United Nations policy instruments such as the *Convention on the Rights of the Child*; the *Convention on the Rights of Persons with Disabilities*; as well as the Millennium Declaration;
- National, Provincial and Local Legislation that impacts on sport and recreation in South Africa; and
- Good governance practices required by sport institutions
- In addition, the National Sport and Recreation Act (1998 and amended in 2007) provide the legislative framework for all activities relate to sport and recreation. The Act provides the overarching mandate to the Minister of Sport and Recreation and the National Department of Sport and Recreation to:
  - Provide for the promotion and development of sport and recreation;
  - Coordinate the relationship between the National Department of Sport and Recreation and the South African Sports Confederation and Olympic Committee (SASCOC) as well as the respective National Sport Federations and other agencies operating in the sport environment.
  - Provide for measures aimed at correcting imbalances in sport and recreation, such as race, gender and disability;
  - Provide for dispute mechanisms; and
  - Empowers the National Minister of Sport and Recreation to formulate regulations.

## 2.5 THE NATIONAL SPORT AND RECREATION PLAN

The development of the **National Sport and Recreation Plan (NSRP) was a major step forward** and this framework is used as the key instrument for implementation. Following the completion of the NSRP in 2011 and the recent revisions in 2013, the foreword by the then Minister Mbalula to the National Sport and Recreation Plan (NSRP), states that: “For the first time ever, South Africa has a National Sport and Recreation Plan (NSRP)- a plan whose strategic focus is to reconstruct and revitalize the delivery of sport and recreation towards building an active and winning nation that equitably improves the lives of all South Africans. The NSRP, as the implementation plan of the policy framework for sport and recreation, is the foundation for an integrated, co-ordinated, functional and performance oriented sports system” (NSRP, 2011).

**The NSRP of February 2012 provides clear guidance in terms of policy priorities and emphasizes to a larger extent the role of sport and recreation in development.** The

components of the NSRP (SRSA, 2013:2) include an active nation, a winning nation, an enabling environment and sport as tool. Although not discussed here in any detail, Section 3 of the Plan discusses the roles and responsibilities of key players such as Government and the Sports Federation. It is envisaged that the NSRP will be an eight year implementation Plan for the sport and recreation policy framework as contained in the White Paper. The NSRP contains the expected outcomes and ideal future against the background of the Vision 2030 as contained in the National Development Plan of South Africa. Section 1 of the NSRP provides an overview of core values guiding the Plan and Section 2 contains the 3 core pillars of implementation as mentioned above.

In terms of the first core pillar, namely **building an active nation**, the issues of health and well-being by providing mass participation opportunities through active recreation; to maximise access to sport, recreation and physical education in every school; and the promotion of participation in sport and recreation by initiating and implementing targeted campaigns, are emphasized (SRSA, 2013: 5).

The NSRP in terms of the second core pillar, namely **developing a winning nation**, emphasizes the importance to improve international sport successes by supporting athletes at all levels of participation. This core pillar consists of 5 areas namely the identification and development of talented athletes; the improvement of the performances of athletes and coaches by providing them access to support programmes; the development of talented athletes by providing opportunities to participate in domestic competitions; to develop elite athletes by providing opportunities in international competitions; and to acknowledge achievements of individuals and teams within the South African sport and recreation sector through the establishment of a recognition system (SRSA, 2013: 5).

The third pillar concerns **the enabling environment in support of the above pillars** and includes adequate and well maintained facilities through integrated and sustainable club structures; the provision of a forum for athletes to discuss their needs, support and empowerment to coaches; support for administrators and technical officials; support for the South African sport through a coordinated academy system; the provision of National Federations with administrative and governance support through the medium of a Sport House; the empowerment of the sport and recreation sector through providing relevant information through the establishment of a Sports Information Centre; the empowerment of the human resource base through the provision of accredited education and training programmes; the empowerment of volunteers to support the sport system; ensuring that sport and recreation benefit from strategic international relations, securing and managing financial resources to optimally support sport and recreation; and to capitalize on the impact that broadcasting and sponsorship have on the development of sport and recreation (SRSA, 2013: 6).

The NSRP also identifies five transversal issues that permeate every building block of the Plan. The transversal issues have the following strategic objectives:

- To ensure that equal opportunities exist for all South Africans to participate and excel in sport and recreation through the adoption of deliberate transformation initiatives;
- To maximise the return on investment by prioritizing sporting codes best suited to broadening the participation base or achieving international success;
- To ensure the South African sport and recreation sector is globally respected for its high values and ethical behaviour;
- To contribute to improved governance in sport through an alignment of provincial sports boundaries with the country's geo-political boundaries.
- To protect the rights and interests of talented athletes under 18 years of age by providing clear guidelines on amateur and professional sport (SRSA, 2013: 6,7).

### **Case study of the NSRP**

As presented also in the Improving Public Policy Book (Cloete et al 2018), a case study by Lyndon Bouah applied the then 5C Protocol to a public-sector plan in sport and recreation and also emphasized the need for Communication as a sixth C. In his case study he noted that the National Department of Sport and Recreation has placed an emphasis on sport and development and this has become increasingly evident in Government policy and legislation. In particular, the National Sport and Recreation Plan (NSRP) is recognised as the central instrument in implementing the White Paper on Sport and Recreation. Bouah performed an in-depth analysis of the implementation of this Plan by using the 6 C Protocol (including Communication as a factor) as an instrument to assess government practises using various criteria and the study found that an application of the 6-C protocol showed that various specific strengths and weaknesses were evident when the 6 C's, namely context, content, communication, capacity and coalitions of, and commitment to the NSRP, were applied to implementation practises. The study found that intergovernmental relations were lacking and that amongst other factors, the NSRP needed to be included in the annual performance plans, strategic plans, medium term expenditure framework and performance agreements of departments and senior management in the Western Cape Government.

a) *Content:* The NSRP also recognised the importance of excellence within the plan and that the National Sport and Recreation Plan (NSRP) will be an eight-year sustainable implementation plan for the sport and recreation policy framework captured in the White Paper on sport and recreation. Whilst it is envisaged that the White Paper will remain relevant until 2019, the NSRP will be closely monitored annually to identify any hindrances which may negatively impact on implementation and will be reviewed in 2016 and then in 2020.

Bouah found that the NSRP consisted of three pillars of the NSRP. The active nation successfully implemented five outputs; ten outputs were implemented but were still work in progress while eight outputs still needed to be implemented. The winning nation pillar showed ten outputs that were implemented but still work in progress, nine outputs were successfully implemented



and there were a further four outputs not implemented yet. The enabling environment successfully implemented three outputs, with a further sixteen outputs implemented but still work in progress and a further sixteen outputs still needed to be implemented according to the National Sport and Recreation Plan Implementation Achievements and Medium Term Strategic Scheduling

a) *Context:* The case showed that the social, political and economic contexts influenced the policies developed and how those policies are put into practice. It was found that strong views existed on the context of the policy and that the issues that dominated the discussions were the lack of alignment, the different spheres of government, measuring tools, sport houses, and the academy system. Ongoing policy debates and analysis is part of the context of policy.

b) *Commitment:* It was found that government at national level was committed to the implementation of the NSRP. It was agreed that the Department of Cultural Affairs and Sport appears to be fully committed to the implementation of the NSRP. It was found that respondents expressed doubt as to the commitment of local government. This is largely because it is perceived that municipalities have placed sport and recreation on the lower side of implementation in favour of other priorities. The Department of Basic Education (DBE) is seen to be a key role player within the school sport arena. It was found, however, that the DBE has not placed sport and recreation high on the agenda which has influenced many objectives negatively. It was also found that although government was committed, it is important to show commitment by placing resources, financial and non- financial, at the disposal of officials so that implementation of the policy can be enhanced and promoted.

d). *Capacity:* Bouah (2016) noted that capacity also includes the intangible requirements of leadership; motivation, commitment, willingness, courage, endurance and other intangible attributes needed to transform rhetoric into action. The case study showed that the administrative ability of certain of the delivery partners were questionable and that the administrative capacity referred to the straightforward ability to administer many of the projects that are set out in the NSRP. Administrative capacity is important as conceptualisation through to implementation require strategic input and follow through. A senior national government official indicated that for national government to implement all the clauses of the NSRP, national government will require additional administrative support. From the interviews conducted the respondents believed that the political will is certainly there in government departments, but the necessary resources have not yet been made available. Implementation will have to take place in an incremental manner as the funds necessary for the implementation is allocated. There will certainly have to be additional support for civil society as civil society organisations largely have volunteers that do not always possess the time and the skills to deliver on the key activities necessary for the implementation of the NSRP

e) *Clients and coalitions:* The application of the 5 C Protocol to the NSRP showed that the Plan encompassed a brought range of stakeholders and clients that will not be discussed in detail here. It was however found that clients and coalitions were an important factor in the implementation of the NSRP. It was found that federations view the NSRP as a guideline

document and not as the founding document of all their policy and strategic plans. It was furthermore found that clients in certain federations apply the NSRP in piecemeal fashion. Not all sections receive the same attention. It was found that the perception existed that administrators in the federations do not all understand or appreciate the extent of the NSRP. It was found that athletes in the main support the NSRP and that athletes are the main beneficiaries of the NSRP but they are not delivery or responsible parties. It was found that SASCO and its provincial affiliates, the various sport confederations, play an important role as a delivery partner and responsible party. It was furthermore found that sport councils wish to play a more decisive role but are sometimes hampered by provincial departments and the available resources.

*f) Communication:* As discussed above, Bouah (2016) also contributed to adding this variable as part of the 7C Protocol. Interestingly enough, the case also argued that the eleven official languages, with English acting as the administrative language serves as a further reason why communication is important. It was further found that the filtering of information to lower levels and tiers within federations did not take place adequately.

The Case Study by Bouah on the NSRP showed that the 7C Protocol can be fruitfully applied to public sector programmes and plans and that the public sector environment requires a focus on particular issues, especially capacity, coordination and communication.

In terms of the use of **sport as a tool** to support and achieve a diverse range of national and global priorities, the NSRP has identified the following strategic objectives:

- The use of sport and recreation as a medium to attract tourists to South Africa;
- The use of sport and recreation as a mechanism for achieving peace and development;
- To ensure that participation in sport and recreation is conducted in an environmentally sustainable manner and to use sport as a tool to communicate environmental messages; and
- To capitalise on the benefits derived from participating in sport and recreation as a mechanism towards achieving and supporting the priorities of National Government. This includes the building of the sports economy to contribute to economic growth and development, the use of sport and recreation as a medium for building social cohesion and sustainable communities, to harness nation-building and to use sport and recreation as a medium to build a healthy nation (SRSA, 2013: 7).

## 2.6 CRITICAL COMMENTS ON THE NSRP

Against the above background some critical comments are made. Various leaders in sport civil society institutions (Interview Responses 2011) highlighted the importance of these policies and the need for consistent evaluation and review of the strategy and the plans. Respondents interviewed indicated four main concerns:

First, a key concern highlighted by members of civil society (Interview Responses 2011) is that, even though government has developed effective policies and acts that support sport and development in South Africa, the high turnover of senior political and administrative leadership (Ministers, Directors General, and Chief Directors) elicits changes to policies and strategies.

Second, there is therefore reduced consistency and effectiveness in implementing policies and strategies. Policies, strategies and plans of action for implementation are not given sufficient time to cascade to the lowest levels of participation.

Third, the flux in leadership and the changes to policies, strategies and plans do not allow for the maturation of the strategies and plans, and the development and implementation of clear monitoring and evaluation processes and mechanisms. Therefore, the success or lack thereof of the policy or specific aspects of the policy and plan is not sufficiently developed and taken into account. One respondent point out that “these policies are excellent but the monitoring and evaluation of the implementation of these policies” remains a concern.

In South Africa, sport to a large extent is well administered. However, a critical concern raised is the prevalence of “politics within sport, both from government and civil society” (Interview Responses 2011) which has plagued the development of effective policies, strategies and plans and has thus stifled growth.

Sport and Recreation South Africa (SRSA) monitors and evaluates the implementation of its policies, programmes and projects. The M&E is done according to an M&E framework that was specifically developed for the Department. In addition, physical verification of information is done by officials of the Department. The Department intends to implement an electronic M&E system. Research is currently being conducted into the affectivity of existing electronic M&E system at various other Government Departments to ensure an efficient electronic M&E system for sport.

As in other sectors, much M&E work remains to develop measurable indicators and to establish systems that are able to monitor results-based performance. At present the monitoring of sport and development initiatives are receiving specific attention. In addition, SASCO, which is the supreme non-government body for sport federations in South Africa also undertake audits of national sport federations.

A major concern raised by stakeholders in sport is the negative effect of limited full-time staff that manages sport institutions. The majority of sport organizations in South Africa are presently managed by “part-time staff and volunteers”. A respondent indicates that the volunteers “will not give sufficient attention to the monitoring and evaluation of policies developed by government” and that the monitoring systems in place are focused on evaluating the performance of their sport and athletes”. Minimal consideration is given to the

effectiveness of government policy, except in those instances “where funds are received from government” (Interview Response 2011). Programmes and projects by government is planned, budgeted and reported on in terms of the normal Medium-Term Expenditure Framework and related Public Finance Legislation.

The UNESCO requirements in terms of international protocols in sport and recreation concern the International Charter of PES and the Anti-Doping Convention, MINEPS III and IV policies, and the UN Resolutions on sport for development and peace. South Africa complies with varying degrees to the prescripts contained in the Charters on PES, Anti-Doping Convention, MINEPS and the Resolutions on Sport for Development and Peace.

## 2.7 PHYSICAL EDUCATION AND QPE

With reference to the International Charter on PES, South Africa is re-establishing sport and physical education at schools. Currently physical education is implemented formally in the Life Orientation curriculum and all schools are to implement this activity with at least one PE session per week per learner. However, formal school sport programmes have become an optional activity at most of the disadvantaged schools in SA since Government phased out physical education and school sport as part of the curriculum many years ago. Therefore, the differences in what happens at differently resourced schools are cause for concern for both the government authorities as well as the sporting community.

It is of note that during the research period, UNESCO, in collaboration with various international partners, including the IOC, ICSSPE AND NIKE, embarked on an initiative to review and upgrade public policy and implementation of the **Quality Physical Education (QPE)** Programme in six pilot countries across the world. The support programme included Guidelines for Policy Review and a specific policy review process has been facilitated in these countries. As South Africa has been one of the pilot countries, it is hoped that such policy changes in future may impact positively on the re-introduction of PE as a fully-fledged subject at all schools in the Western Cape with both PE and SS receiving the attention that it deserves.

To correct these imbalances, Sport and Recreation South Africa works in close cooperation with the Department of Basic Education (DBE) to ensure that sport programmes are offered to school children in an effort to encourage lifelong participation in sport (SRSA, 2011). SRSA facilitates the establishment and operation of national school sport governance and coordinating structures, financially contribute towards hosting national school sport competitions, build the capacity of school sport volunteers, financially support participation in international school sport competitions and monitor and evaluate the delivery of school sport in South Africa.

The South African Institute for Drug-Free Sport (SAIDS) was established through the South African Institute for Drug-Free Sport Act of 1997 (Act No. 14 of 1997) as amended by the SAIDS Amendment Act of 2006 (Act No. 25 of 2006). All South African sports organisations and Federations are obliged to recognise its authority and comply with its directives following South Africa's endorsement of the World Anti-Doping Code of the World Anti-Doping Agency and the UNESCO convention on anti-doping.

Its main function is to promote participation in sport without the use of prohibited performance enhancing substances and methods, and to educate sports people about the harmful effects of doping. The SRSA has endorsed the World anti-Doping Code and the UNESCO Convention on anti-Doping and have committed in policy to work closely with SAIDS to promote the values of fair play, honesty and good health in sport (SRSA Draft White Paper: 2010: 46).

In terms of MINEPS III and IV, SRSA has launched the establishment of Indigenous Games that are very unique to South Africa. The Indigenous Games optimise South Africa's cultural heritage and values and has contributed to the aims of UNESCO contained in MINEPS, to protect and promote indigenous and traditional sports to further community spirit, bring peoples together and install a sense of pride in a society's cultural roots.

Participation in Indigenous Games in South Africa has emphasised popularisation of the various traditional sport, its physical development, skills training and maintenance, reinforcement of the community values and interaction between communities. South African staged the 1st Annual Indigenous Games Festival in 2003 and it has been popularised through provincial programs and events.

In response to the UN resolutions on Peace and Development, the SRSA has identified the need to utilise sport and recreation as a tool to reduce crime and violence (SRSA Draft White Paper 2010). SRSA has identified the Departments of Police and Defence and Military Veterans as strategic partners to harness the potential of sport in meeting the development and peace initiatives of the UN.

The ICESD African Sports Index study showed that that there is a variety of sport capacity building programmes that are being implemented by various stakeholders, such as:

- Department of Basic Education who are focused on developing generic sport courses and programs for teachers.
- Individual sporting federations are also implementing their own capacity building programmes.

Historically, the National Government's Sport and Recreation South Africa Department (SRSA) inherited a vibrant sport capacity building and learning programmes from the former National Sports Council, a civil society based sport coordinating body. The capacity building and

learning programmes were revised and aligned to the National Qualifications Framework to ensure that training was accredited by the relevant educational institution.

## **2.8 THE SRSA EDUCATION AND TRAINING FRAMEWORK**

The SRSA education and training framework seeks to guide the provision of sport and recreation related training and capacity building programmes. The programmes are of generic nature and accessible for implementation by Private Training Providers, and institutions mainly, Further Education Training band of the National Qualifications Framework (NQF), as well as the National Federations. A review process is built into the capacity building program and the learning programmes are updated at appropriate times.

The SRSA accredited learning programmes are as follows:

### **ADMINISTRATION AND MANAGEMENT: (FURTHER EDUCATION AND TRAINING CERTIFICATE IN SPORT ADMINISTRATION)**

- Sport Leader NQF 4 (currently being evaluated by Seta for approval)
- Sport Event Management NQF 4 (awaiting approval)
- Advanced Sport Facility Management NQF 5 (awaiting approval)
- Community Management NQF 4 (still to be approved).

### **SPORT COACHING**

- Generic Sports Coaching

### **VOLUNTEER SUPPORT**

- Volunteer Support NQF 4 (currently being evaluated by Seta for approval).

### **OTHER SKILLS PROGRAMMES**

- Lifeskills NQF 4
- Indigenous Games NQF 4 (still to be approved)
- SRSA is currently participating in the development of the Sport Education and Accreditation Systems for Zone V1.

Most of the major tertiary institutions and universities have graduate and post-graduate programmes dealing with sport management. A few respondents indicated that although many of the diploma and degrees programmes are in place, “sadly some of them lack the

current content of what is required in sport management”. A key challenge for tertiary institutions is to streamline curriculum design, teaching and learning strategies, and develop current and relevant research focus areas. One government respondent argued that currently no uniform approach exists amongst the Provincial government departments. It is pointed out that in some instances the Provincial Academy system holds sway, whilst in others the training and capacity building process is undertaken through various tertiary institutions for accreditation purposes.

The overarching concern is that although it is encouraging that programmes are offered to leaders from sport federations the insular approach and lack of a coherent national education and training strategy is a key problem. One respondent indicated that “one of the sad moments in (South Africa) is that we undo things so easy without evaluating the content and what the value of the course holds. A case worth mentioning was the national sport council programmes that was of excellent quality but was discarded”. A key area for consideration is to reintroduce and reemphasise the role of civil society in training and capacity building programs.

Physical education is implemented formally in the Life Orientation curriculum and all schools are expected to implement this activity with at least one PE session per week per learner. However, school sport has become an optional activity at most of the disadvantaged schools in SA due to the lack of resources and facilities. Therefore, the differences in activities and opportunities at different schools are a cause for concern for both the government authorities as well as the sporting fraternity.

One civil society respondent emphasised that “this is where the country lost all the momentum that was built up to provide an excellent platform for sport development. The lack of physical education at schools resulted in to fewer learners being active in sport”. Consensus among role-players in sport has generally been reached that sport at schools need to be revitalised to reap the inherent social and health benefits intrinsic to youth sport.

The ICESSD African Sports Index research showed that all respondents emphasised that there is an undoubtedly a **clear link between participation in sport & recreation and good health**. Various government departments and businesses are increasingly promoting corporate wellness and encourage citizens and employees to participate in exercise programmes. One respondent emphasized the growth in the health and fitness industry as an area that should be focused on in addition to formal sport. It is argued that the growing emphasis on promoting fitness and health in schools is positive and is developing into a positive educational outcome. Exercise is increasingly included in the curriculum, promoting healthy lifestyle, good diet and participation in sport and recreation.

Currently an organization called Fitness South Africa is being constituted as the official body representing fitness in SA. This organisation will play a role in implementing new fitness

regulations which are currently being finalised. This legislation will be crucial in setting standards for fitness instructors and ensuring that these practitioners are operating within their scope of practise. This confirms government's commitment to the promotion of health and fitness within society and its understanding of the importance of these concepts to a nation.

## **2.9 MASS PARTICIPATION PROGRAMMES**

SRSA argues that sport and in particular mass participation programs, generate health benefits in two primary ways – through direct participation in sport, and through the use of participatory and spectator sport as a platform for communication, education and social mobilisation. Well-designed sport-for-health initiatives often work at both levels. Sport is particularly well suited to HIV and AIDS education and prevention.

A regional government official argues that their region are increasingly popularising the notion that “how people live has an important impact on their health. Whether people smoke; whether they are physically active; what and how much they eat and drink; their sexual behaviours and whether they take illicit drugs – all of these factors can have dramatic and cumulative influences on how healthy people are and how long they will live. Physical activity results in a general improvement in both physical and mental health. This in turn reduces public and private healthcare costs.

The general impression that the ICESD African Sports Index study found was that Traditional/Indigenous Games were officially adopted and launched as a formal program in South Africa about a decade ago. Consequently, South Africa staged the 1<sup>st</sup> Annual Indigenous Games Festival in 2003 in which teams from all provinces competing. The Indigenous Games program optimises South Africa's cultural heritage and values and participation in the Indigenous Games program emphasises physical development, skills training and maintenance, reinforcement of community values and fostering positive interaction between communities.

The popularity and importance of the cultural and societal value of the Indigenous Games program is evidenced by the fact that they have been incorporated into the new Schools Curriculum Statement as implemented by the Department of Basic Education.

Annual events and festivals are being held in both community as well as school sport constellation.

Their importance resides in the following:



- Increasing the participation horizon in sport and recreation activities in order to give effect to the mass participation policy ideal.
- South African Provincial Teams have also participated in the World Traditional Games as hosted by South Korea in 2007.
- Exploring the extent to which their implementation has prospects of translating into a socio- economic benefit for South Africa and beyond.

However, a respondent indicates that since their inception and launch, very little has been done in terms of raising their profile to the next level in so far as:

- Their uniform practice within the SADC and African Continent context is concerned.
- They have the untapped potential to become part of the All Africa Games.
- Ultimately ensuring that they get more mainstream international recognition and possible as Olympic sports.

The ICESD African Sports Index study found that a range of sport and development programmes are presented by a broad spectrum of stakeholders, such as government, sport federations, local NGO's, international NGO's, donor agencies and private sector organizations. Developing a comprehensive list of projects and agencies require greater time. A summary is as follows:

SRSA are engaged in the following main development projects in South Africa:

- Mass participation programmes
- School sport league programmes in priority codes in conjunction with NF's
- Training of educators
- Hosting of a National school sport event
- Sport and recreation facilities built by municipalities
- Placement of community sport and recreation gymnasiums in identified rural areas
- Projects involving the youth in sport and recreation activities
- Facilitate Education and Training opportunities for sport and recreation
- Coordinate training for people with disabilities
- Hosting of SA Games
- Facilitate the hosting of Youth Camps
- Facilitate the hosting of games for older persons
- Exchange Programmes with identified countries within the post conflict reconstruction and development programmes.
- Assistance to successfully host international events in South Africa.

Sport and development projects undertaken throughout South Africa seek to accommodate a wide range of priority groups such as rural, women, youth and the disabled sector. In addition, sport federations primarily cater for the following internal stakeholders: Athletes, Administrators, Coaches and Technical Officials. Sport and development projects in South

Africa are organised in the following way: Annual Junior and Senior National Championships hosted by the various recognised Federations, Annual Indigenous Games Festivals organised by Government Agencies and the Annual School Sport Events and Community Sport Events organised by Government Agencies. These programmes are organised and run by National and Provincial Governments in conjunction with the NFs. SA Sport Confederation and Olympic Committee's development programmes are primarily focussed on the empowerment of athletes with life skills and the development of coaches.

Key findings on sport policy in South Africa

The research conducted for the UNESCO/ ICSSD African Sports Index study showed that National Government and Sport and Recreation South Africa, have been and will continue to be responsive to international, national and local sport policy challenges. The relationship between state and civil society has been vibrant and an acute awareness of human rights and rights to access and equal opportunities exist amongst civil society.

## **2.10 CHALLENGES FOR SPORT AND DEVELOPMENT**

South African sport policy and the associated legislation are comprehensive in its content and strategic focus. National Government, in making public sport policy has successfully provided a framework for sport in all its facets that includes professional sport, amateur sport, recreation and indigenous games. It includes in its policies, the promotion of institutions and programs that lead to both improved elite performances and to creating opportunity for more mass participation. The White Paper for Sport and Recreation and the National Sport and Recreation Act (1998 amended in 2007) provides sufficient legislative framework for all activities related to sport and recreation.

Where insufficient legal instruments were found, SRSA and National Government have been sufficiently responsive to create these. Relevant policies and legislation were created when special needs arose in South African sport. For example, the Disaster Management Act (2002) and the Safety at Sport and Recreation Events Act (2010) responded to growing dangers posed at major sport events. Also National Government was highly responsive in dealing with the demands of hosting the 2010 World Cup tournament and enacted the 2010 FIFA World Cup Special Measures Act, 2006 to ensure that all aspects of the mega-event were managed effectively.

The research conducted for the ICSSD African Sports Index study has also shown that a number of challenges exist with regards to the strengths, weaknesses, opportunities and threats of sport and development in South Africa. These challenges include:

- Whilst Government has been very responsive to sport policy challenges, the focus has invariably remained on being prescriptive and not sufficiently process orientated in

the policy formulation. Insufficient attention has been paid to how policy decisions are actually made and how policies are shaped through action.

- The primary challenge for government is to ease up on developing a perfect, all encompassing policy and create mechanisms that take into account the results of greater monitoring, evaluation, reflective observation and active experimentation. The policy process should therefore be expanded from a prescriptive approach to allow for greater holism and complexity, even when analysis and policy requires parts of the process to be dealt with independently.
- Second, sport policy making is a complex and multilayered process. Currently, the White Paper on Sport and the various legislative frameworks require that other levels of government, such as Provincial and Local Governments should not act outside the bounds of nationally determined policy prescripts. This prescriptive approach does not permit sufficient space for other spheres of government to contest policy positions and strategies and to present alternative approaches. The prescriptive approach therefore devalues opportunities for greater creativity in implementation and experimentation of sport strategies that may emerge from other spheres of government and indeed also from civil society, the subject and recipients of sport policy.
- Third, public policy is driven by central government, dedicating itself to the correct implementation of policies, strategies and plans of action. This focus has not historically allowed sufficient time for sport policy discourses to cascade to the lowest levels of participation and for ordinary conversations to influence the policy making process. For example, alternative policy approaches and strategies are being taken at some local government institutions in collaboration with a broad range of civil society institutions, which are not as yet sufficiently incorporated into the national frameworks.
- Eversince the above findings have been made in the Report especially on research based in 2009, it is now acknowledged that the **National Sport and Recreational Plan** has to a large extent addressed implementation concern as well as developmental issues. It is also clear that in the Western Cape various exciting Programmes exist to address priority issues (see discussion below).

It should be noted that on the policy issue of inequality in sport, an article by Ben Sanders noted that “ ... sport cannot solve these problems alone – many require improvements in other sectors such as education and health. Furthermore, sport can reinforce existing inequalities if it reproduces a sports-industrial complex that privileges achievement sport and spectator sport over community-based sport and recreation. In fact, certain research have

shown that mega events can exacerbate inequalities in emerging countries ...” (Sanders, 2012).

An important opportunity exists to reflect on the ways in which sport policy and strategies are developed and implemented in non-western contexts. Currently an increasing amount of research exists that reflects on policy processes and outcomes in western and predominantly well-resourced contexts.

Against the above perspective the following chapter and subsequent discussions will focus on the Western Cape Province against the backdrop of the national scene. The following chapter will focus on sport demographics followed by a discussion of the institutional arrangements and socio-economic benefits of sport.

## **2.11 ISSUES OF DEFINITION: THE SPORT, RECREATION AND LEISURE**

Before addressing the issue of sport in the Western Cape a brief discussion of definitions of sport and recreation and related concepts are necessary. As also acknowledged by the SRSA Report (2009: 7) definitions of the sport vary. For the purposes of this Report the working definitions below have been accepted to provide a basis for this study. It was found that although the definitions for the term sport were quite clear, conceptual clarity on recreation was still progressing and very few typologies were evident in recreation that acknowledge pertinent forms of recreation in the Western Cape. By way of example, although a formal list of sport codes exist, such a typology is not available for recreation. It was also found that in order to appreciate the full value chain of the socio-economic benefits of sport, the broader definitions of sport and recreation and indeed sport, recreation and leisure need to be adopted. The following discussion will provide a brief discussion on some key definitions in use. The working definitions employed in this study include the following:

- Sport is defined as any activity that requires a significant level of physical involvement in which participants engage in either structured or unstructured environments for the purpose of declaring a winner, though not solely so; or purely for relaxation, personal satisfaction, physical health, emotional growth and development. (Sport and recreation White Paper).
- Recreation is defined as a guided process of voluntary participation in any activity which contributes to the improvement of general health, well-being and the skills of both the individual and society (Sport and Recreation White Paper).
- Leisure, whether active or not, is voluntary participation in any activity mainly aimed at relaxation as an individual or as a society in people’s free time.

The UWC study found the definitions of the City of Cape Town for recreation and related concepts most useful. The Recreation Study of the City of Cape Town (CCT, 2011; 19) noted that recreation encompasses leisure activities people undertake for enjoyment, to maintain and improve their health and well-being and/ to restore and challenge their self-perception. Recreation activities can be active –involving the participant in doing an activity – or passive – involving the participant in watching others involved in activity. In terms of these concepts, the Recreation Study of the City of Cape Town (CCT, 2011; 19) provides the following definitions:

Active recreation includes:

- Sport – physical activity with rules, an element of competition and an organised structure;
- Informal sporting activity – ‘fun’ physical activities where no competition is organised;
- Outdoor recreation – physical activities that use the natural environment, such as walking, mountain biking and surfing;
- Indoor recreation – activities that are organised at indoor recreation facilities and require at least an increase in normal body movement.

Passive recreation includes:

- Watching live sport;
- Playing games that do not increase body movement;
- Attending concerts, theatre, cinemas, and cultural events.

The literature shows that the concepts of ‘play’ and ‘games’ have also received prominent attention and have an important role to play as a basis for recreation and sport.

## **2.12 FUTURE INSTITUTIONAL ARRANGEMENTS IN THE WESTERN CAPE**

From the above and with reference to Provincial and Local Non-Government Organizations and the role of provincial and local sport controlling bodies, role-players in sport agree that there is a need to develop a structured process for sport and recreation development from the grassroots level upwards. It is the SRSA’s contention that to increase participation and further develop sport and recreation, strong and coordinated provincial and local sports structures are a prerequisite.

Guidelines need to be developed to ensure uniformity for a sport system that provides for the development of sport and recreation at a local, district and provincial level. Within these guidelines sport councils must be properly constituted and operational at a local, regional and provincial level. In order to ensure the implementation of a vibrant and seamless sport council system for SA sport the required resources must be secured.

In terms of the role of Provincial Federations the development of sport at the provincial level is critical as effective policy implementation at this level will result in growth, development and greater affectivity of sport development programs. It is also the SRSA's contention that an effective elite sport program at national level, and success at international sport events depends on the identification and nurturing of talent at provincial level, by Provincial Sport Federations.

At a provincial level, the focus is on the development of sport at the sub-elite level. At this level Provincial sport federations are expected to assume responsibility for community sport and recreation. This gives provinces, in both government and non-government sport institutions, the responsibility to foster sport at the sub-elite level, concentrating on the development and training of provincial teams in the interests of providing the highest possible level of competition domestically.

### **2.13 DCAS AND THE 2016/2017 ANNUAL REPORT**

The Department of Cultural Affairs and Sport (DCAS) is lead by the Ministry through the MEC, Ms Anroux Marais and managed by the HOD, Mr Brent Walters. The vision of the Department is "A socially inclusive, creative and active, connected Western Cape" and the mission reads as follows:

*We encourage excellence and inclusiveness in sport and culture through the effective, efficient and sustainable use of our resources and through creative partnerships with others. In moving to excellence, we will create the conditions for access and mass participation, talent identification and skills development.*

(DCAS, Annual Report 2011/2012).

The Annual Report for 2016/2017 noted that "At the Department of Cultural Affairs and Sport, it is our mission to encourage excellence and inclusiveness in sport and culture through the effective, efficient, and sustainable use of our resources, and through creative partnerships with others. In moving to excellence, we create the conditions for access and mass participation, talent identification and skills development" (Minister Anroux Marais in the Foreward of the 2016/ 2017 Annual Report).

During 2016/2017 the Department achieved 114 of 116 indicators (78 programme performance indicators and 38 conditional grant indicators). Of the final budget allocation for 2016/ 2017 (see the Annual Report page 11) Administration was allocated R59, 125, 000 Cultural Affairs R107, 761, 000 library and archives R326, 825, 000, and Sport and Recreation R156, 761, 000 (total R686, 472, 000).

In 2016/ 2017 the Sport National Conditional Grant was cut by R9 million and this extensive budget cut necessitated a decrease in outputs in the Club Development Programme (Annual

Report, p34). This Report also notes that the MOD Programme continues to offer its participants (learners and coaches) access to various opportunities such as participation at intra-school and inter-school level as well as at talent development level. The Report notes that generally, there is an increase in after-school activities at MOD Centres and neighboring schools. This Report deals with the MOD Centres in detail and the reader is referred to the section on MOD Centres as well as the attached Case study.

The Annual Report (2016/2017) has also placed an emphasis on several important themes that are not discussed in this section in any detail. These themes include the Indigenous Games environment (six successful districts events were hosted, the Provincial/ National Youth Camp, school sport services, MOD Programme services, club development, sport federation liaison, sport councils and the provincial federation, sport legends, Olympic Day programme, Partnership with Sport Trust, Women and girls, Disability, Farmworker sport and major events (for a discussion on major events, see the Annual Report on page 83).

For a full exposition of the strategic priorities of the Department, the reader is referred to the DCAS Strategic Plan for the fiscal years 2015/16 – 2019/20. The Department's strategic goals are:

- An effective, efficient, economical administrative service;
- The promotion, development and transformation of all cultural activities in the Western Cape in order to contribute towards nation-building, good governance, social and human capital development; and sustainable economic growth opportunities;
- The promotion, development and transformation of sustainable library, information and archive services; and
- To initiate and support socially cohesive sport and recreation structures and/ or activities.

It is striking to note that in the context of the broader definition of sport and recreation, many of the cultural activities in the scope of work in the Department relate to recreation. By way of example visual arts, dancing, music, performances, festivals can all be regarded as recreation. It is also of note that DCAS emphasize in their objectives the importance of economic growth opportunities – it is felt that this issue demands improved intergovernmental relations and cooperation concerns arts and craft / small business, tourism that is largely leisure based as well as events management. Sport and recreation is indeed a fully multi-sectoral field and Provincial Government can much improve to integrate and explore the many linkages and opportunities that exist.

It is clear that funding support for events, such as those hosted by Federations, but also **community events, form a critical component in the well-being of sport and recreation.** These events promote sport tourism, social inclusion and economic development. DCAS selects events based on their potential contribution to the development of the sport sector

and the building of an inclusive society. Other than the building of social capital and increasing opportunities for talented athletes, increasing sport tourism is a major objective as this contributes to economic growth in many sectors. An overview of all events is not provided here.

The Annual Report and other public documentation provide a thorough overview of the Departments activities and performance and these details are not provided here. The reader should note that this Report does not address either all the activities of the Department in full, nor does it attempt to assess the performance of the Department. Where relevant, such as in the case of the MOD Centres, the performance of the Department is included where actual results have been recorded. The emphasis of the research is therefore primarily on collecting and registering evidence that sport has impacted on socio-economic development rather than providing an overview of present activities.

The emphasis of this *Budget Speech 2013/2014* (DCAS) on the youth of the Province plays a significant emphasis on one of the top priorities that were also identified in this Report. There can be little doubt that DCAS and the CCT are setting the pace with mobilizing the youth to become more active with especially the impact of MOD and SMART centres, as well as the Recreation Hubs of the City of Cape Town. The MEC stated that (with reference to the budget) that:

*“It aims to help create a Western Cape in which inhabitants, in particular the youth, feel empowered to realise that they have options and that they can confidently take responsibility for the decisions they make ... the theme ‘freedom you can use’ is my narrative for the rest of this term of office as we have realised that freedom means very little if people cannot use it. When people use their freedom they become active citizens. Government provides leadership when it creates an enabling environment. Active citizenship, leadership and a capable state are the instruments that promote ‘freedom you can use’”.*

(Department of Cultural Affairs and Sport (DCAS) *Budget Speech 2013/2014*).

It is important to note that the research as contained in the following Chapters place a particular emphasis on the potential for inter-sectoral cooperation and for the potential for the various social sectors and clusters to improve coordination and cooperation. The specific Departments with whom DCAS has such arrangements in place and that is expected to enjoyed increased attention in future includes:

- The Department of the Premier;
- The Department of Economic Affairs and Tourism;
- The Department of Social Development;
- The Western Cape Education Department
- The Department of Basic Education;



- The Department of Health; and
- the Department of Community Safety; as well as
- StatisticsSA.

The **Western Cape Provincial Sports Confederation** is regarded as the **primary platform** for the organisation and facilitation of common interests for civil society sporting bodies and has been the first such provincial sport federation that were formed and accepted by SASCOC on 14 November 2009. The mission of the Western Cape Sports Confederation is:

- Advancing the needs of all sports persons, able bodied and those athletes with a disability.
- Protecting the integrity of youth and school sport.
- Using technology as an enabling tool.
- Prompting effective communication between all stakeholders.
- Empowering and unifying our members with effective and efficient leadership.
- Embracing accountability, transparency and sound corporate governance.

In the Western Cape, and within the ambit of the national functions and roles of SRSA, SASCOC and other National organisations, the institutional arrangements in the Western Cape concerns Provincial Government, Local Government, civil society and the private sector. Other role players include donors and the various international stakeholders, some of them very influential, such as the Olympic Committee or FIFA. Within the Province though, **our research has found that governance arrangements are on a firm footing with sound institutional arrangements based on the good relationship that are evident** between especially the Department of Cultural Affairs and Sport (DCAS), the Western Cape Provincial Sports Council as well as the City of Cape Town and other sporting bodies and partners.

## CHAPTER 3: SPORT AND PARTICIPATION IN THE WESTERN CAPE

### 3.1 INTRODUCTION

This Chapter shows much improved statistics for the provincial level of Government. Sadly, no formal sport statistics on the number of sport participants per province and per sport type has been published by SASCOC or SRSA for the national level in South Africa during the last 5 years and the baselines therefore still do not exist to do comparative analysis with other provinces. From other statistics, such as studies on facilities and sport federations we know that Gauteng and the Western Cape has much higher levels of sport activity in almost all spheres, from total number of athletes, to scope of sport facilities as well as level of organisation and specialised capacity (such as for the disabled and organ transplant sport federations). From comparative research we know that Gauteng has roughly 40% of the above market, followed by the Western Cape by about 30%. This allows for some projections given national statistics but do not provide as good a basis for research as the actual statistics.

It is exciting to report that **for Phase 2 of this research, the 2016/2017 statistics show a significant increase in sport participants in the Western Cape**, due to both improved registration processes and recording of data as well as actual increases in athlete numbers. The results of phase Two of the Case for Sport research shows that compared to the previous Case for Sport statistics, namely the 2012/ 2013 Survey, the 2016/ 2017 statistics show **a significant increase of 21.5% for the same sport categories recorded previously, and an increase of 51.8% when the new categories of registered sport participants** (registered gym members) are added.

A perspective on the demographic profile of the population of the Province and the geographic distribution of its population combined with demographic information on sport provides an important basis for the planning of future initiatives but also provides a basis to assess the significance of the role and benefits of sport and recreation. Our research has continued to show that sport authorities should note the disparities between urban and rural and the support that sport federations that fall outside the metropole require. Information on participation in the Province can much improve and it is essential that Federations provide accurate information on an annual basis to allow proper planning and programme support.

The continued **undercount of registered sport participants**, of which the gap is now becoming smaller, has continued to challenge this study. Although some breakthroughs have been made in obtaining new information, notably from SAFA and the gym industry, some categories continue to be difficult. Weak areas continue to be some of the major sport federations include those of the 16 Priority Codes, that do not provide essential information (see below, e.g. rugby in the Overberg and the Central Karoo) as well as sport types not

recorded yet (e.g. underwater hockey) as well as types of sport and recreation where registration is required, e.g. gym members, fishing and boating. These areas are a priority for Phase 3 of this Project.

It should also be noted that **statistics in recreation**, following from the previous important study of the City of Cape Town, is also very difficult to obtain and that future research efforts should focus on this area. In addition, a third area of weakness in terms of sport demographics in South Africa and the Western Cape, is that we have poor statistics concerning **the general activity levels of the population** that relates directly to the health status of the population. It is noted that the issue of **increased physical activity of the general population** is becoming more and more important internationally, also through organisations such as TAFISA, ICSSPE and UNICEF as well as UNESCO through QPE, and that South African authorities should intensify their efforts in this respect. Very poor statistics are available on this important trend in South Africa and serious concerns exist about a lack of baseline data, also because of the expected negative impact of the down-grading of PE at schools.

Departing from the objectives of the SRSA Plan, three important priorities exist. These priorities include:

- A more active population (increased participation and physical exercise)
- Improved performance (improved competitiveness – not the focus of this Report), although talent spotting as part of the MOD Centres are addressed; and
- Maximizing the impact of sport and recreation on socio-economic development.

Participation levels in sport and recreation provide important information to assess results for all three the major objectives regarding the SRSA Plan in South Africa and these include to ensure that South Africa becomes a more active nation (increased sport and recreation activity and the massification of sport), secondly a more competitive nation (increased performance, talent spotting and competitiveness, also internationally) and thirdly, an objective that is in all probability underplayed in the SRSA Plan, the development impact of sport and recreation. According to SRSA (2009: 45) the participation and support base including spectators (but also volunteers and employees) is a fundamental component of any country's sport and recreation system. The size and nature of this support base and the way that it is managed is directly correlated with the magnitude of the social and economic impact of the system.

### 3.2 PARTICIPATION RATES AND TRENDS

Only two major studies have been done on participation rates of sport in South Africa and neither have specified provincial trends. These include the **HSRC study** (undated in SRSA, 2009) and the **BMI Report** on South Africa's junior and adult sports participation and profiles (2007). A request has been made to SRSA to request information providers to include provincial figures in future. Two other reports that are highly significant is that of the **City of Cape Town Recreation Study** as well as the South African **National Youth Risk Behaviour Survey** by the Medical Research Council.

The **HSRC Report** confirmed that an average of 25% of South Africans participate in sport and that the main reason for non-participation was 'no interest' (SRSA, 2009: 47). Of those interviewed in the HSRC study, 90% of respondents noted that sport had an important role to play in bringing people of different races together and 80% agreed that sport was a public good. The **BMI Report** (2007) which is regarded as an important source of information given that no formal assessments have been done reported on a number of important trends. These include participation rates by juniors and seniors, most popular sports amongst junior participants as well as sport popularity also according to sex and race group.

The 2<sup>nd</sup> **South African National Youth Risk Behaviour Survey** by the Medical Research Council (see MRC: 2008) shows that of the total population of 48.8 million, almost 50% of the population is 19 years and younger (MRC: 2008:10). With compulsory schooling and high enrolment rates (90% for secondary schools with 4.5 million children attending), the Report notes that **schools are the ideal platform for support and intervention**. This is also the case with sport and recreation and it is now generally accepted, as was also found in the Policy Sport Index Report, that **South Africa has made a huge mistake to abolish physical education from the curricula and to downplay school sport during the same period**. Although physical education has been put back on the agenda, the present situation where physical education at school is now offered as part of Life Orientation does not result in less time and emphasis being placed on this area but also in fact that that the curricula and available teachers in this area are not on standard yet. Sport coaches and sport scientists in South Africa have warned that this state of affairs is having **a major negative impact on the participation rates in sport and recreation** for significant age cohorts in South Africa, but also that major health risks have developed with youth that are obese and not living healthy lifestyles. **The challenge of improving and upgrading Physical Education and school sport at schools in the Western Cape is identified as a major priority.**

The 2<sup>nd</sup> **South African National Youth Risk Behaviour Survey** has identified the following specific trends that have implications for sport and development in the Western Cape (MRC, 2008: 10):

- Learners reported that 34% of them had no physical education classes in school and 29% watched TV or played computer games for more than 3 hours a day;
- 13% of learners suffered from stunting while 8% were underweight, 20% overweight and 5% suffered from obesity;
- 15% of learners reported carrying weapons to school and 36% of scholars recorded that they were bullied in the last month;
- 16% were threatened or injured by someone and 22% were involved in a physical fight during the past six months;
- In the past six months 21% of learners considered suicide and 21% had attempted suicide with 19% in need of hospital treatment;
- 30% of learners reported having smoked;
- In terms of drug use, 13% reported having smoked Dagga, 12% used inhalants, 7% cocaine, 7% tik and 7% Mandrax.
- Learners reported alcohol consumption was 50% for ever having drunk alcohol and 35% for having drunk alcohol in the last month.

In developing risk categories, the MRC (2008:12) developed three risk categories and reported that two-thirds of learners fell into the low risk category, (65.9%), that 17.5% of learners were in an intermediate risk category and that 16.6 % of the youth fell into the high risk category. It is highly significant that the MRC results in 2008 showed that the Western Cape has the worst participation figures by the youth of all provinces in South Africa. As this was published 10 years ago, the expected 3rd South African National Youth Risk Behaviour Survey will be highly relevant to the Western Cape as it will indicate to what extent improvements are evident that were instituted over the last five years as the research in this Report shows that a considerable effort into especially sport and recreation amongst the youth have been made during this period. The MRC (2008:117) reported that:

- The percentage of youth that participated in sufficient vigorous physical activity was 32.4%, this included 40.5% for males and 25.1 % for females. This was the lowest score of all provinces including North West 40.8%, Northern Cape 38.7%, Mpumalanga 40.7%, Gauteng 44.9% and Eastern Cape 41%.
- The Western Cape Youth scored the second lowest on 'sufficient moderate physical activity' (23.2%).
- The Western Cape scored the worst for those that 'participated in insufficient or no physical activity namely 51.6%. This figure included 44.9 for males and 57.6% for females. Other provinces all scored better, e.g. North West 35.2%, Mpumalanga 44.4%, Gauteng 39% and Eastern Cape 45.4%.
- However, the % of Western Cape high school learners that have physical education classes on their timetable is the second highest in the country, namely 72% (MRC, 2008: 119).

The MRC Report shows (2008: 117) that the Western Province has a very special problem with all scholars in terms of levels of participation and activity but that a special challenge exists with girls at school that require specific attention by decision-makers.

### 3.3 PARTICIPATION IN RECREATION

As discussed elsewhere in this study as well, **recreation was found to be one of the most underestimated, unrecorded and least supported activities** when the full spectrum of sport, recreation, leisure and play activities are considered. Our study has shown that recreation in the Western Cape is indeed the proverbial 'Hippo in the swimming pool' as recreation activity is taking place on a huge scale and as many of these activities are able to play an important role in maximizing the impact of socio-economic benefits that sport and recreation offer. By way of example, large numbers of the youth are involved in computer gaming and online forms of recreation, in dancing and music and by playing games such as dominoes to pass time together. Large numbers of the middle-aged and elderly population are involved in arts and craft and significant numbers of people are involved in recreation that have significant financial and economic dimensions.

It was found that **the recreation field is huge and much underestimated**. A need exists for improved organisation and **a better understanding of the meaning and scope of a variety of important recreation types**. When the extended definition of sport, recreation and leisure is used, then this sector, although not defined as such by conventional economists and economic strategies, has been the fastest growing sector in the Province in the last number of years. It is crucial to explore the full value-chain of sport, recreation and leisure as the need exists for a more integrated and focused approach.

Given that very little research and information gathering has been done to measure participation levels in sport and recreation at the provincial and metropolitan levels in South Africa and in the Western Cape, the Research Report and study of the City of Cape Town on Recreation is regarded as highly significant and of high value, also for the purposes of this Report. In discussions with Mr Gert Bam, the then Director for Sport and recreation at the City of Cape Town he also noted that the establishment of Recreation Hubs in the City is expected to function in cooperation with the MOD and SMART Centres of Government in future.

With reference to participation rates, the Recreation Study of the City of Cape Town (CCT, 2011: 5) found that **the participation rate of adults in the Metropolitan area in sport and recreation was 27%**. Those that participated in physical activities in their spare time were 24.6% and those belonging to a sport club or team counted as 7.6%. Of those interviewed, 60.2% rated themselves as healthy.

Concerning children's participation, the Recreation Study of the City of Cape Town (CCT, 2011:5) found that **66.4% of children participated in sport and recreation**. Those that participated in physical activities in their spare time was 45.9% and those belonging to a sport club or team was 21.5%.

With regards to the type of activity, the Recreation Study of the City of Cape Town (CCT, 2011; 5) found that those activities that were most popular included aerobics and fitness (4.4%), netball (3.1%), soccer (7.4%) and walking (5.65). In terms of attitudes towards sport and recreation, the Recreation Study of the City of Cape Town (CCT, 2011; 7) found that 89% of respondents were of the view that recreation is important and 53% were interested in volunteering to participate. This shows huge potential for future growth.

This study found that although general agreement existed as to what constituted sport codes, that the definitions and types of recreation was undeveloped and that this led to many apparently popular recreation types being neglected and underplayed in terms of the development potential that they offer. Many recreation areas were identified that were regarded as important by participants but that were not necessarily part of the recreation types that government supported or recorded. Careful consideration need to be given in future to identifying the high priority recreation areas, both based on popularity as well as those types of recreation that may be beneficial to socio-economic development. The Recreation Study of the City of Cape Town (CCT, 2011; 8) found that in terms of desired programmes, the following types of recreation were the most popular: Health and fitness (46.2%), Come and Play (43.7%), arts and crafts (36.5%), games for seniors (27.2%), music (22.6%) followed by cricket, soccer and dance. Other categories that enjoyed popularity included ball games, learn to swim, netball, street soccer, dominoes and cards, inside and outside activities, gym, indigenous games, and slippery slides. Other categories that scored lowest but that still enjoyed significant support, included egg and spoon races, beach games, obstacle courses, face painting and rugby. Emerging trends in sport and recreation will be discussed below.

### 3.4 PARTICIPATION RATES IN SPORT AND RECREATION

The following discussion will provide an overview of participation rates at the national (country) level followed by a perspective on the participation rate of the Western Cape population. In terms of a summary of the sporting profile of South Africa, the most popular sporting types in terms of participation by adults is as follows (ICESSD, 2013; BMI 2010 and SRSA 2011):

#### ADULT (OVER THE AGE OF 18 YEARS) SPORTS PARTICIPATION (ALL SEGMENTS) PROFILE

Ranking	Sport	Participants (x1000)
1	Soccer	2 291
2	Exercise walking	1 149
3	Road Running	1 056
4	Netball	991
5	Gym exercising	798
6	Aerobics	787
7	Swimming	716
8	Tennis	706
9	Squash	529
10	Golf	523
11	Basketball	421
12	Volleyball	407
13	Cycling	400
14	Cricket	398
15	Rugby	384
16	Snooker/Pool	351
17	Dance Sport	348
18	Karate	307
19	Angling	298
20	Athletics	266
21	Hiking	256
22	Table Tennis	239
23	Boxing	217
24	Darts	206
25	Hockey	203

(ICESSD, 2013; BMI, 2010 and SRSA, 2011)

The above figures show that it is no surprise that the participation in soccer is still by far the number one priority sport for the vast majority of our population and that large numbers of



especially black males continue to support this sporting type. It is significant that the 2<sup>nd</sup> and 3<sup>rd</sup> most popular concerns walking and jogging and very large numbers of our population clearly makes a big effort to remain healthy and active. Exercise Walking and jogging are low cost activities and their popularity may also be partially ascribed to the outdoor nature of the activity and the familiarity with these types of exercise in South Africa.

The finding that netball is the 4<sup>th</sup> most popular sport in the country is significant as it confirms that large numbers of females are active in this sport (more so than conventional male sporting activities such a rugby and cricket) and that this reality supports the current initiatives to target netball as a major sport also for gender equity purposes.

The popularity of gym exercising (5), aerobics (6), swimming (7), tennis (8), squash, golf (10), basketball (11) and volleyball (12) is somewhat surprising as these activities require advanced facilities at a large scale and as these figures clearly show that considerable infrastructure exists. Cycling, cricket and rugby make up positions 13, 14 and 15 and a number of 'minority' sport accounts for the rest. Some of these sporting types have significant support and quickly dwarf the popularity of the perceived popular sports when viewed together. The general public view is also that cricket, soccer and rugby are the most popular (participating) sporting types, despite the above realities where cricket is number 14 on the ranking and rugby 15 - this perception may be due to spectator value, the prominence of these sport types at school as well as the popularity of these sports in South Africa.

It is disappointing that new statistics on the participation rates and numbers of registered sport participants have not been updated and is not publicly available from SASCOC or SRSA.

### **Participation ratings of sport codes in the Western Cape**

The participation ratings below have been based on statistics recorded for the different Federations by DCAS as well as the 2012/2013 ICESSD questionnaire. The ratings for 2016/2017 will be provided below.

**Sport federations in the Western Cape 2012/2013 ICESSD according to size:**

<b><u>Sport Code</u></b>	<b><u>No. of Registered Athletes</u></b>
Soccer	100, 000
Cricket	No information received
Rugby	528 + 51, 229 = 51 757
Golf	33,717
Athletics	15,589
Karate Association	15,550
Squash	10,000
SA Sailing	8,098
Bowls Association	4,752
Tennis	4,205
Gymnastics	3,659
Cycling Union	3,400
Hockey	2,712
Softball	2,500
Lifesaving	2,260
Netball	2,250
Chess	2,215
Badminton	2,188
Darts Board of Control	1,800
Racing pigeons	1,662
Baseball	1,500
Amateur Kickboxing	1,315
Tug-of-war	1,283
Bridge Union	1,000
Judo Union	963
SA Physical Disability	856
Volleyball Union	776
Canoe WPSAPD	729
Wrestling	601
Majorette and Cheerleading	600
Rugby Union	528
Surfing	500
Klawerjas	430
Martial Arts Association	350
Shore Angling	310
Biathlon	298
Indoor and Field Archery	283

Sport Aerobics	251
Archery	242
Fancy Pigeon Federation	200
Olympic Style Boxing	172
Pool Association	160
Weightlifting	155
Jukskei	154
Aquatics	150
Fencing	150
Powerlifting	148
Shore Angling	136
Domino Union	115
Blow Darts	76

The above statistics show that the largest 7 sport types in the Western Cape include football, cricket, rugby, golf, athletics, karate and squash. Medium-sizes sport types included amongst others: Sailing, bowls, tennis, gymnastics and cycling. Some of the sport types, including cycling, have grown significantly in participating numbers during the last 5 years (see below).

**Top 12 Sport federations in the Western Cape 2016/2017 according to members size:**

<b><u>Sport Code</u></b>	<b><u>No. of Registered Athletes</u></b>
Registered Gym members	261, 600
Football (SAFA)	110,638
Golf	41,880
Rugby	40,934
Athletics	19,188
Cricket	17,201
SA Sailing	9419
Karate Association	8072
Cycling Union	5952
Bowls Association	5876
Netball	5538
Gymnastics	5418

For the last year (2016/2017, the statistics in terms of the larger sport types in the Western Cape shown that registered gym members, previously not recorded is by far the largest sport type, followed by football, golf, rugby athletics and cricket. Rugby has recorded an 11, 000 lower participation rate but also registered undercounts for Overberg and the Karoo where they did not submit any recorded participants. Golf, sailing, cycling, athletics has much improved their numbers. Netball has almost doubled their numbers. Karate and squash experienced a drop in participating numbers.

It is clear that a large number of people in the Province are active in sport and recreation and part of the problem may be that it is often only the formally registered players or athletes that are reflected in formal figures. Other than registered athletes and sport participants it was found that large percentages of participants are not registered so that the sport participation ratio is often much higher than reported. Secondly, the benefits and impact of sport often reaches entire families and households and it needs to be acknowledged that far more people get affected by sport than registered athletes only.

Once the definition of sport is extended to include sport and recreation then the participant figures for sport and recreation is very high indeed. It was found that huge numbers of our population are involved in some or the other form of recreation and that many of these are not reflected in formal statistics.

Lastly, sport and recreation also have spectator value and contributes to recreation and leisure of the clear majority of the population in terms of participation in sport as spectators or supporters of a particular sport type, club or theme. In this sense, sport, recreation and leisure make a huge contribution to the lifestyles of almost all individuals and represents an important part of the life of almost anybody in society.

The following table will provide the recorded number of sport participants per sport code for the 2012/2013 period, followed by the comparable numbers for 2016/2017.

**Participation in sport in the Western Cape:**  
**Sport Federations 2012/2013 Survey**

<b><u>Sport Code</u></b>	<b><u>Sport Federation</u></b>	<b><u>DCAS Statistic of Registered Athletes<sup>7</sup></u></b>	<b><u>ICESSD Survey Registered Athletes</u></b>	<b><u>ICESSD no. not registered Athletes</u></b>	<b><u>No. of Registered Athletes</u></b>
Amateur Kickboxing	Boland	1210	No response	No response	1210
Athletics	Boland	1800	4000	100	4000
Badminton	Boland	1166	1210	396	1210
Bowls Association	Boland	1462	1431	1418	1462
Cycling Union	Boland	400	No response	10000	400
Indoor and Field Archery	Boland		41		41
Judo Union	Boland	553	347	382	553
Jukskei	Boland	169	154	26	154
Ladies Golf	Boland	11517 (male and female)	2405	0	11517
Majorette and Cheerleading	Boland	400			
Netball	Boland	213	507	669	507
Olympic Style Boxing	Boland		172	Unknown	172
SA Physical Disability	Boland		506	0	506
Soccer	Boland		No response	Unknown	
Tennis	Boland	1500	1705	0	1705
Tug-of-war	Boland	93	No response	0	93
Weightlifting	Boland	155	143	0	155

<sup>7</sup> DCAS Statistic 2012/2013 was used when no 2013/2014 statistic was available.

THE CASE FOR SPORT IN THE WESTERN CAPE: SOCIO-ECONOMIC BENEFITS OF SPORT AND RECREATION

Wrestling	Boland	251	132	No info given	251
Aquatics	SWD	150			150
Baseball	SWD	1500			1500
Biathlon	SWD	290	298	140	298
Cycling	SWD	785	Attachment	Attachment	
Domino Union	SWD	65	115	No response	115
Golf Union	SWD	4793	7000	2500	7000
Gymnastics	SWD		No response	0	
Lifesaving	SWD	243	260	0	260
Majorettes	SWD		600	0	600
Martial Arts Association	SWD		350	0	350
Oudsthoorn Tennis	SWD		No response	No response	
Powerlifting	SWD		148		148
SA Sailing	SWD	1898	1898	Approx.5000	1898
Shore Angling	SWD		174	1000	174
Sport for the Disabled	SWD	200	350	Unknown	350
Tug-of-war	SWD		635	0	635
Chess	West Coast	149	215	1650	215
Netball	West Coast	543	543	No response	543
Pool Association	West Coast		160	580	160
Rugby Union	West Coast	528			528
Shore Angling	West Coast	136	124	19100	136
Western Cape Provincial Kickboxing Association	West Coast	105	No response	0	105
Athletics	Western Province	11500	11589	50000	11589
Badminton	Western Province	978	Attachment	0	978
Blow Darts	Western Province	60	76	0	76
Bowls Association	Western Province	3200	3290	0	3290
Bridge Union	Western Province	800	Close to 1000	unknown	<1000

THE CASE FOR SPORT IN THE WESTERN CAPE: SOCIO-ECONOMIC BENEFITS OF SPORT AND RECREATION

Chess	Western Province	1420	2000	Approx. 5000	2000
Cycling	Western Province	3000	1480	2500	3000
Darts Board of Control	Western Province	1800			1800
Fancy Pidgeon Federation	Western Province	200	84	54	200
Fencing	Western Province		150	100	150
Golf	Western Province	13120	15200	25000	15200
Gymnastics	Western Province	2300	3659	0	3659
Hockey	Western Province	2600	2712	0	2712
Judo	Western Province	316	410	1000	410
Karate Association	Western Province	1400	15550	unknown	15550
Lifesaving	Western Province	2000	1420	0	2000
Netball	Western Province	1200	950	375	1200
Rugby	Western Province		51229		51229
SAFA	Western Province	80000	10000	3000	100000
Sailing	Western Province	6000	6200	3500	6200
Softball	Western Province	2500			2500
Squash	Western Province	1550	10000	6000	10000
Surfing	Western Province		Approx. 500	15000-25000 est.	500
Tennis	Western Province	2500			2500
Tug-of-war	Western Province	440	555	755	555
Volleyball Union	Western Province	650	776	4180	776
Canoe WPSAPD	Western Province	650	729	182	729
Wrestling	Western Province	350	396		396
Archery	Western		242	80	242

	Province				
Sport Aerobics	Western Province		251	0	251
Darts	Western Province	1800	1663	Est.1000	1800
Klawerjas	Western Province		430	100	430
<b>TOTALS</b>		<b>174608</b>	<b>116935</b>	<b>170787</b>	<b>282023</b>
<b><u>Sports not registered to Western Cape Sports Union</u></b>					
Racing Pigeons	Western Province		1692	169	1702
MOD CENTRES	Western Province	43200			43200
Windsurfing					
Shooting (Olympic)					
Paraglyding					
<b>TOTALS</b>		<b>217808</b>	<b>118627</b>	<b>170956</b>	<b>326925</b>

**SUMMARY.** The above estimates show that **326, 925 sport participants were registered** at sport federations and at MOD Centres in the Western Cape by June 2013. Secondly, it is significant that 170, 572 participants have been reported as 'not registered' with sport federations. All participants involved with sport in the Province, whether registered or not, are estimated at 497, 881 people.

#### **2016/2017 RESULTS: NUMBER OF SPORT PARTICIPANTS IN THE WESTERN CAPE**

It is exciting that the total number of recorded registered athletes/ sport participants have much increased both because of actual increases in sport participants as well as due to an improvement in capturing the actual statistics. The three main reasons for the substantial number of increases in sport participation statistics are due to:

- The increase in MOD Centre participation
- An improvement in the recording actual SAFA participants.
- Including Gym membership statistics for Virgin Active and Planet Fitness has increased the total number of registered sport participants significantly.

The Table below provides an overview of the number of sport participants for the 2016/2017 per sport code and per district. Observations on the trends, also compared to 2012/2013 will be provided below.



**TABLE 3.4 NUMBER OF SPORT PARTICIANTS IN THE WESTERN CAPE (2017)**

<b>REGISTERED NUMBER OF SPORT PARTICIANTS IN THE WESTERN CAPE (2017)</b>								
<b>Sporting Code</b>	<b>Cape Wine - lands</b>	<b>Central Karoo</b>	<b>Eden</b>	<b>Over-Berg</b>	<b>West Coast</b>	<b>WP</b>	<b>Case for sport Survey</b>	<b>TOTAL</b>
	<b>DCAS</b>	<b>DCAS</b>	<b>DCAS</b>	<b>DCAS</b>	<b>DCAS</b>	<b>DCAS</b>	<b>UWC</b>	
Aquatics			663			3028	396	3691
Athletics			1716		695	16797	1925	19,188
Artlure Angling	40		166				33	206
Badminton	403			1775		226	1775	2404
Baseball	1117		92			1710	1866	3576
Basketball					260	2903	3163	3163
Biathlon			263				308	308
Blackball	140					1211	1351	1351
Bowls	408		1625	631	355	2857	5876	5876
Boxing	30		104	116	55	943	1248	1248
Bridge						800	800	800
Canoe	25		17	15	32	746	835	835
Chess	556		574	17	115	1291	1320	2553
Climbing						128	128	128
Cricket	2234		10217			4750	12959	17,201
Cue Sport						719	719	719
Cycling	214		1054		134	4550	5952	5952
Dancesport SA							1500 Eden	1500
Dancesport								
Disability Sport								
Darts	490		150		62	1697	2399	2399
Dominoes			70				100	100
Drum Majorettes	220		480			93	1553	1553
Equestrian	617	26	475	73	11		1202	1202
Figure Skating						2000	1716	2000
Fedansa	922		98			20	70	1290
Fencing	41		79			246	366	366
Fly Fishing	64		0			677	741	741
Golf	1147 8		7107	9629		13755	32340	41880
Gymnastics	528		470	450	670	3000	5418	5418
Hockey			246			2703	2949	2949

<b>Sporting Code</b>	<b>Cape Wine - lands</b>	<b>Central Karoo</b>	<b>Eden</b>	<b>Over- Berg</b>	<b>West Coast</b>	<b>WP</b>	<b>Case for sport Survey</b>	
Hunting Rifle shooting ass							120 (Eden)	120
Ice Hockey						170	170	170
Judo	243		170		200	350	963	963
Jukskei	197		52	90		61	400	400
Karate	720	0	532	120	400	6300	8072	8072
Kickboxing	530		372	100	176	720	1898	1898
Klawerjas					150	454	604	604
Lifesaving			676			1777	2453	2455
Light Tackle Boat			88				117	117
MOD Centres								77,472
Modern Pentathlon			40			226	266	266
MSSA <sup>8</sup>							176	176
Natural Bodybuilding						411	411	411
Netball	695	192	350	216	460	3625	5538	5538
Open boxing							198 (Eden)	198
Pistol Association						117	117	117
Pool			17		204	247	468	468
Racing and Fancy Pigeons			125			160	1662+ 160	1822
Rowing						365	365	365
Rugby	18000		6307		490	16137	40934	40,934
SAARA			48			58	106	106
SAFA (football)	2345	2600	5892	2520	2500	94511	110,368	110,368
Sailing			1319			8100	9419	9419
Shore Angling			185		101		286	286
Snooker			18			48	66	66
Softball	322		208	81		1800	2330	2330
Sport Aerobic & Fitness	341						353	353

<sup>8</sup> Mind Sports South Africa. It is estimated that there are 7 million players in SA gaming and 1.8 to 2.0 million in connected gaming. The Telkom Digital Games series concerns 1, 200 Teams (4/6 players per team) 4800-7200 players.

Sporting Code	Cape Winelands	Central Karoo	Eden	Over-Berg	West Coast	WP	Verification, UWC Survey	
Sport for disabled								
Squash	646		595			1530	2125	2125 402,922
Surfing						780	1102	1102
Table Tennis	646		71		220	482	1114	1114
Tennis		180		1098		2038	3316	3316
Triathlon	140		137				137	137
Tug-o-war	133		461			2228	3335	3335
Underwater Hockey								
Volleyball						700	700	700
Weightlifting	140					224	364	364
Wrestling	133					230	363	363
Womens golf	277		1464			2460	4201	4201
Windsurfers							323	323
<b>Total Sport Feds</b>								<b>413,171</b>
<b>Individual registrations:</b> Angling licenses Events: CT Cycle							Angling: 2953 – 1064 Events <sup>9</sup> 30,000 - 6000	<b>24,889</b>
Registered Gym members							261, 600 -39,240 (15%)	222,360 <sup>10</sup>
School Sport							368,827-	253,862 <sup>11</sup>

<sup>9</sup> A minimalist approach has been followed with respect to events. As a pilot this year, the Cape Town Cycle Tour has been added (30, 000 participants) and all registered WC cyclists (6000) has been deducted (Total 24, 000).

<sup>10</sup> According to the Virgin Active Operational Timesheet 2017, Virgin Active has 722, 000 active members in South Africa, of which one-third is assumed to be a conservative estimate for the Western Cape (216, 600). Planet Fitness has 150, 000 members in SA also with one-third estimated in the Western Cape (45, 000). The Western Cape therefore has at least 261, 600 registered gym members as a conservative estimate, excluding other clubs in the calculation. This only accounts for VA and Planet Fitness as the total number of Gym members in South Africa is in excess of 1.6 Million and with a revenue of R12.8 bn per annum ([www.statista.com/statistics/308807](http://www.statista.com/statistics/308807)) it is expected that there may be as many as 400,000 to 500, 000 gym members in the Province. For the purpose of this research, a 15% possible duplication is assumed (Assumption:15% of Gym Members are also members of sport federations) and therefore 261, 600 -39,240 = 222, 360

Incl. MOD Centres 77,472							36,883 (10%)	
<b>TOTAL REGISTERED ATHLETES</b>								<b>914,282</b>

Whereas the number of registered sport participants for federations in the 2012/ 2013 Survey was **326, 925**, the number of registered sport participants of the same sport codes for the 2016/ 2017 year was **413,171**. This amounts to an increase of **86,246 participants** more, namely a 26% increase in registered sport participants.

However, when the new category of registered gym members (222,360) is added as this information was not available previously, then the total number of registered sport participants increase from **413, 171** registered participants to **635,531** in 2016/2017.

It is noted that **368,827** school children has been registered **for School Sport** by DCAS, and that amounts to **33.5%** of all enrolled learners in the Province (just more than 1.1 million pupils in the Province).

#### **Sport participants summary and estimates:**

<b>CATEGORIES</b>	<b>Number of registered athletes (WC)</b>
Registered participants with federations	413,171
Individually registered participants	24,889
Registered gym members	222,360
School sport	253,862
<b>TOTAL REGISTERED ATHLETES</b>	<b>914,282</b>

#### **School Sport**

The Case for Sport Research is also able to for the first time, present statistics for the number of sport participants at school, namely for School sport. Although these numbers will push up the total number of athletes considerably, this has not been done to avoid a double count, as many school children listed below, are also registered with sport federations. It is however clear that in the case of sport types like athletics, the school sport numbers are considerable more than the number of registered athletes in sport federations. In future, it will be important for federations to indicate the number of school children that are registered with the sport foundations, so that school sport numbers can be added that are not registered already.

---

<sup>11</sup> It is assumed that at least 10% of school children registered for school sport are also registered with sport federations. A 10% deduction has therefore been made.  $368,827 - 36,883 = 331,944$ . Furthermore, MOD Centre participants have been deducted from this number:  $331,944 - 77,472 = 254,472$

The total for 2017 has been **368,827**, compared to **327, 841** school children that were involved in school sport, and that amounted to **32.7%** of enrolled learners (just more than 1 million pupils in the Province).

#### SCHOOL SPORT (DCAS 2016)

Sport Code	Primary School	Secondary School
Aquatics	630	310
Athletics	122,400	57,900
Baseball	2130	660
Basketball	2952	2448
Chess	3094	1316
Cricket	9,390	4980
Drie stok	25	5
Football	15,402	7,242
Gymnastics	552	256
Goalball	36	12
Hockey	3500	3507
Jukskei	54	90
Kgati	72	66
Kho-Kho	240	165
Morabara	130	160
Netball	29, 592	11,232
Rugby	26,013	11,592
Softball	2040	1368
Table Tennis	1000	590
Tennis	784	448
Tug of War	25	10
Volleyball	2184	1176
<b>TOTAL</b>	<b>222,245</b>	<b>105,596</b>

As these figures were not available previously and because of the significance of the number of players, the Table below on SAFA registered payers have been included. Information on the number of clubs are also new although severe problems are being experienced with club development in these areas (see the Case study by Jacob Moroe on Football club development in the Western Cape).

**Table 1.1: SAFA Statistics 2017 - Western Cape (all 6 districts)**

District names	Metro-pole	Eden	Cape Wine-lands	Central Karoo	West Coast	Overberg	Total
<b>Questionnaires:</b>							
<b>Number of clubs registered</b>	707	350	38	40	84	126	1345
<b>Total Number of membership (players)</b>	94511	5892 (projection)	2345 (projection)	2600	2500	2520	110,368
<b>Number of Local Football Associations (LFAs)</b>	37	7	5	6	5	6	66

Source: (Case Study on Football Club development, JJ More 2017. And Barnes, M. 2017. *The state of SAFA within the Cape Metropole district*: Face to face interview. [19 September 2017].

#### DCAS Number of sport clubs in the Province (DCAS, 2017)

WP	Eden	Boland	Central Karoo	West Coast	Overberg	
1758	593	1905	33	197	28	4514

Although the 2012/2013 number of clubs were not published, our research results show a **steady increase in the number of sport clubs and federations**. The Table above shows that more than 4500 sport clubs existed in the Province during the last year, but that this number is probably much higher, namely an addition 565 clubs given that some undercounts are clear for SAFA and pigeons (respectively 453 and 112 clubs). It is noted that whereas DCAS reported 892 SAFA affiliated clubs, our research shows a total number of 1345 registered clubs. Also in the case of pigeons, it is noted that our research (see case study) shows that at least 126 pigeon clubs and organisations are registered with legal requirements in place. DCAS reported only 12 clubs. The WCRPF was registered with the WC Sports Confederation in 2017.

The research results show that **club development remains a critical building block for the development in all sport types**. Club development continues to be challenged by the capacity of clubs to develop acceptable constitutions, administration as well as financial systems. Club development has also focused on the capacitation of the various administrators and officials and as these are largely run by volunteers, continue to be challenged by various resource constraints. During the last year, the provision of a Sport House, where central services can be provided to sport federations have been on the cards. The reader is also referred to the various case studies in this publication that deals with club development.

### 3.5 DURATION OF SPORTING ACTIVITIES

One of the questions that the ICESD/ UWC study included in the survey concerned the duration of sporting activities and the numbers of hours per week spent by an average amateur were used as indicator (in future frequency, duration and intensity may need to be included in periodic surveys). As can be seen from the table below, some sport types require substantive time.

#### Selected Self-ratings of Sport Codes by Duration (2012/2013)

	<u>Sport Code</u>	<u>Avg hours of training for typical amateur athlete per week</u>
1	Golf SWD	40
	Sailing Western Province	
2	Squash Western Province	36
3	Racing Pigeons	34
4	Bowls Boland	30
	Ladies Golf Boland	
	Lifesaving Western Province	
5	Golf Western Province	25
1	Badminton Western Province	24
2	Athletics Boland	20
	SA Physical Disability Boland	
	SA Sailing SWD	
	Shore Angling SWD	
	Tug-of-war SWD	
	Shore Angling West Coast	
	Bridge Union WP	
	Chess WP	
	Surfing WP	
	Tug-of-war WP	
	Archery WP	
3	Chess West Coast	18
	Gymnastics SWD	
4	Netball WP	16
	Gymnastics WP	
	Wrestling WP	
5	Cycling Union Boland	15
	Soccer Boland	
	SAFA WP	
1	Athletics WP	14
	Lifesaving WP	
2	Indoor and Field Archery Boland	12.5
3	Wrestling Boland	12
	Cycling SWD	
	Domino Union SWD	

4	Martial Arts Association SWD	
	Bowls WP	
	Badminton Boland	10
	Olympic Style Kick Boxing Boland	
	Pool West Coast	
5	Cycling WP	
	SA Disability Sport	9
	Tug-of-war Boland	8
	Weightlifting Boland	8
	Jukskei Boland	6

From the above information, many possible findings can be made. Some sport types require considerable time and may need more dedicated support. Some sport types are more appropriate for working people, with a reasonable number of hours needed, whilst sport types that require fewer hours per week, has other advantages, such as that more than one type of sport and recreation can be practised or that more time for leisure exists. It is interesting that when sport and leisure activities were considered for children in terms of the hours per week spent, the Recreation Study of the City of Cape Town (CCT, 2011: 5) found that the following interesting patterns emerge. Activities that require more than 5 hours a week concerned 'play outside' (10.2 hours per week), athletics track and field (5.8 hours), softball (6.9 hours) and walking (5.2 hours). Other activities of interest included fishing (4 hours), horse riding, martial arts, rock climbing, swimming and weight training. The figures above do not include gaming and e-sports that may also show significant hours and further research needs to be done in this area.

### 3.6 SPECIFIC USES OF SPORT AND RECREATION

Our study has shown that **various sporting and recreation types hold significant potential** for future growth, social development and that a need exists to do a more detailed analysis of the various economic systems that are involved. Other than the large and popular spectator sport types such as rugby, cricket and soccer it was found that a critical mass of minority sport types hold substantive economic power and potential and warrant further attention. Sport and recreation types such as the **motor sport, golf, deep sea fishing and racing pigeons** are of significant financial value and it was found that emerging types of sport and recreation such as **walking, gym and fitness activities, online computer gaming, social networking and music and culture festivals are growing fast and enjoy massive support**. Specific findings were made regarding cross-cutting issues.

The combined effect of many minority sport and recreation types may far exceed the popular sport types with regards to economic worth and social development impact. Some sport types are particularly suited for the development contributions that they make. Much can be done to exploit the competitive and comparative advantages that these sport types have to offer in the Western Cape. It was found that further attention needed to be given to research on the



developmental benefits of individual and team sports and its application to for example youth development. Furthermore. A more detailed study need to be undertaken of the developmental advantages and relative comparative advantages of all sport codes (and recreation types) in the Western Cape. The reader should therefore note that the sport types mentioned below are purely for illustrative purposes and serves as mere examples in this respect. These include:

- Soccer, rugby and cricket in the Province enjoy significant **popular support** and has immense **value as spectator sports** but also as **financial and economic generators**;
- Specific minority sport and recreation types have **economic and financial value** and specific strategies can be developed to exploit this to the advantage of the Province. These include motoring, deep sea fishing, golf, biking, racing pigeons, as well as various recreation types including on-line gaming and arts & craft. Specific studies need to be undertaken to determine the potential and linkages. By way of example, in the case of racing pigeons (see attached case), our research shows that fanciers spend R65m annually on this sport in the Province and that assets more than R100m are evident.
- Specific types of sport and recreation make a huge **impact on the youth** through development interventions. A significant number of NGOs are using soccer programmes as a vehicle for skills development and other interventions largely due to the popularity and affordability of this sport (see cases on Dreamfields, Amandla, and the MOD Centres attached). Chess has drawn the attention for the low-input costs that it requires vis-à-vis the substantive impact that it has on logical thinking, problem-solving and maths.
- From the participation rates, netball, dance and drama, arts as well as aerobics and gym provide **special opportunities for girls and woman** to become more active. Increased opportunities in female participation in soccer, rugby and some of the newly emerging field such as handball and canoeing are emerging.
- **Emerging forms of recreation for the youth** includes dance and music, dominoes, computer-gaming, online social networking, gym.
- Community sport and recreation that are also **family orientated** require special attention and popular activities include walking, fun-runs, beach activities, street sport, dance and music, gardening, cooking and dominoes.
- Specific outdoors and **nature-based sport and recreation types** that also acts as pull factors for tourism includes walking / nature trails, cycling and mountain biking, off-road biking and 4X4 motorsport, swimming and beach activities, surf boarding, and various forms of windsurfing and paragliding.
- It was found that disability issues are receiving justified attention and that specific organizations are doing an excellent job at promoting the rights and by creating **opportunities for disabled athletes**. People with disabilities were also found in other sport codes and further attention need to be given to this priority group.
- It was found that specific sport and recreation types are popular and well suited **to support the elderly as a vulnerable group**. These included walking, music, bowls, racing pigeons, fancy pigeons and cultural & family events.

- **Recreation and leisure activities particularly popular in the Cape** includes dining and wine tasting, gambling, visiting panoramic views and nature areas, touring and visiting cultural and historic places such as Robben island and attending cultural festivals.
- Our research shows that **important linkages and interfaces exist with respect to sport, recreation and leisure on the one hand and sectors or functional areas** such as tourism, ICT, the wine industry, the natural resource-base economy small business, entrepreneurial development and cultural activities. Intergovernmental relations relate to strategic planning and management as well as event management (Department of the Premier), economic development, sport tourism, tourism and leisure, health, education, community safety as well as local government.

Our study has shown that recreation may be regarded as the proverbial ‘hippo in the swimming pool’ as the enormity of participation in recreational activities and its manifestations is indeed striking. A need exists for government and civil society to develop an acknowledged typology or categorization of all types of recreation (as is the case with sport) so that support for recreation could be more targeted and better planned. Sport and recreation holds a tremendous potential to contribute to the development of our communities.

## CHAPTER 4: ECONOMIC AND FINANCIAL BENEFITS OF SPORT AND RECREATION.

### 4.1 INTRODUCTION

The Provincial Economic Review and Outlook (2017) reports that despite improvements in the global economic environment, **South Africa's economic performance remains weak**. The report states that whilst the risks facing the international and national economy impact on the Western Cape economy, capitalising on the region's strengths and economic opportunities remain key to enhancing growth in the Province. Sport as a sector is much influenced and impacted upon by these dynamics. The Reports also mentions that **while some improvements in socio-economic conditions are evident, faster and more inclusive economic growth is essential to increase employment and reducing social ills**. For a full overview of economic growth trends in the Province as well as an overview of growing and declining sectors, see the Provincial Outlook (page 5).

The Western Cape's estimated population in 2017 was **6.51 million** (Provincial Economic Outlook, 2017, p7). This figure is 11.9% of the national total of 56.52 million. Estimated employment was just under 2.4 million. The employment ratio is therefore 54.2% compared to the South African average of 43.7%. The Western Cape unemployment rate is 21.5% whilst the country-wide unemployment rate is 27.7%. In 2017, 63.9% of the population found themselves inside the metropolitan area., 31.5% in smaller towns and with 4.6% of the population in rural areas. Although some health indicators are improving; the number of HIV positive people continue to follow an upward trend in the Province. The number of people in informal housing is 18% of the provincial population. In terms of poverty, 10% of the population of the Province finds themselves below the food poverty line, 21.3% in the lower bound poverty line and 37.1 % of the population are regarded as being in the Upper Bound Poverty Line (WCPG, 2017:118). The **total learner enrolment in the Western Cape** increased from 998, 925 in 2016 to **1, 020 642 in 2017** (a 2.1% increase).

This research study found that **sport and recreation made a significant contribution to economic growth, employment, tourism and other related economic activities in the Western Cape**. Although in popular terms the economic significance of sport is typically only discussed when major events occur or in terms of the large amounts spent on sponsorship and branding, it is usually underestimated that the sporting industry and the recreational sector make **a significant contribution to gross domestic product and employment daily**. It was found in this study that the following direct economic benefits are derived from sport and recreation in the Province:

- Sport and recreation are responsible for **a significant portion of the GDP** of the Province, namely about R8bn per annum and calculated at a conservative 2%. Sport and recreation contributes to economic growth directly but also has a significant knock-on effect to other sectors and industries
- Economic activity related to sport is closely linked to **manufacturing, services, tourism, transport and other economic areas, such as LED** and significant up-stream and down-stream economic activity exists that are related to sport (see discussion below).
- Sport and recreation are responsible for **significant numbers of people employed in the sporting industry**, estimated at 60, 000 jobs per annum, and in the recreational (and associated leisure) sectors;
- Sport and recreation is responsible for significant **international and domestic financial investment**;
- Sport and recreation can be directly linked to tourism trends and **large numbers of tourists visit the Province due to sport** with the associated advantages to the economy in **sectors such as the hospitality industry**;
- It was found that **major events are of significance** and made particularly significant contributions to the Province. International estimates are that up to 25% of tourism numbers, during and after major events, are ascribed to sport and recreation tourism;
- It was found that **significant expenditure was incurred by the ordinary households** in sport, such as on sporting clothes and equipment of school children;
- It was also found that sport and recreation, especially purple recreation (with reference to illegal recreation) has negative effects. This includes illegal gambling and betting where taxes are lost, the large informal trade such as with arts and craft where VAT is not paid, as well as other costs to the economy, e.g. injuries or disability caused by sport accidents, or when sport leads to or play a role in increased conflict and violence occurring because of conflict in sport competitions.

The Report titled: “The Social and economic Value of Sport: The basis for a case for South African Sport” by SRSA (2009; 4) noted that:

*For every rand invested in sport there are multiple returns in terms of improved health, less demand on health services, especially from the ranks of the aging population, psychological well-being, improved productivity, economic regeneration, improved employment opportunities and, most importantly, national, regional and local GDP.*

#### 4.2 GROWTH OF THE SPORTING INDUSTRY

As pointed out by the national Case for Sport publication (SRSA, 2009:5), sport is big business. In South Africa, annual sport-related spending is estimated as being more than R3 billion. The economic benefits derived from sport focuses on the potential contribution of sports to inward investment and economic regeneration of communities, cities and regions. In the Western Cape too, increased **strategic investment in sport and recreation based on a more innovative, well coordinated, harmonised and focussed economic strategy is needed**. Increased participation, improved competitiveness and the staging of major events, supported by a national sport plan, will ensure the sustainable delivery of sport and recreation, with profitable economic spin-offs. In this sense SRSA (2009:5) notes that **the South African sport and recreation system is most probably not benefitting sufficiently from international sources of funding**.

As pointed out by the SRSA Report of 2009, very few countries (or provinces) have carried out the necessary research work to quantify and to estimate the economic impact of its sport and recreation industry. The result is that **most countries and provinces are not aware of the full extent of the benefits and costs of sport and recreation** (SRSA, 2009:28). Although this Report noted that "... the economic impact of staging major sporting events is significant as these events can act as catalysts for inward investment", it was also found that significant financial investment is evident in various sport types, big and small and that especially significant investment in minority sports goes undetected.

When active recreation is added to sport that includes walking, jogging and other group or individual activities, the scale of appropriate clothing and shoes that need to be bought amounts to considerable economic value. According to SRSA (2009:28) the **commercial sports industry** includes private sports clubs and organisations that charge admission fees, retailers of sport goods, wholesalers of sports goods, manufacturers of sport goods and the sport media. Sport clothing of popular brands is also purchased by the youth in terms of fashion trends and considerable amounts are paid on footwear of popular brands by very large numbers of people. Expenditure related to sport included club subscriptions and admission fees, sport clothing and equipment, sports /computer games, sports magazines and books, sport-based holidays, football pools, horse racing betting and sports-related betting. Our research in this study has shown that economic activity of a significant scale can also be attributed to **sport related transport**. Not only are large numbers of people both athletes and spectators transported to and from events, but some sporting types are directly involved with transport, such as motoring, biking and the transport of racing pigeons, e.g. our case study shows that this can easily exceed R10m per annum in the Western Cape Province for a single sport type. Various other economic linkages have been identified that are excluded from the above definition. The need exists for a far more detailed economic and financial analysis of sport and recreation in the Western Cape.

The National Case for Sport Study (SRSA, 2009: 28) noted that in terms of **sources of investment in the SA sport industry**, that sport participants were the majority (45%), followed by spectators (17%), commercial (17%), clubs (11%), controlling bodies 6% and local authorities (4%). The financial involvement of the public sector has taken various forms, including the subsidization of events and competitions. As noted previously a need exists to expand the economic definitions and parameters of what is included in the sport industry and sport, recreation and leisure related economic activities. The economic impact of sport and recreation will be much more noticed if accurately recorded and if it included by way of example services like ground and facilities management and maintenance, the support that athletes receive from sport science and medicine as well as nutrition related industries and the growing market of sport gambling (SRSA, 2009:28). It is also interesting to note that the size and nature of the sport market is influenced by the extent to which different sports attract spectators, media coverage (and therefore sponsorship) and followers. The example has been cited where the New Zealand Rugby Union does not appear in the top ten participant sports of that country, but that the size or number of the supporters, makes it the country's national sport.

#### **4.3 ECONOMIC PROFILE OF THE WESTERN CAPE**

Various studies are also available that provide an overview of the economic and social trends in the Province (see Western Cape Provincial Government, Provincial Treasury: 2012, One Cape 2040 and Agrifutura 2012). The Western Cape had 5.8 million people in 2011 (Dr Ros Hirschowitz: Data from Census 2011) and has grown by 1.3 million people since 2001. The City of Cape Town accommodates 3.7 million people that is 64.2 % of the Provincial population. The population groups are 49.6% coloured, 33.4% African, 16% White and 1% Indian. Females are 51.1% of the population and males are 48.9%. In terms of youth (see discussion below) there are about 850, 000 children aged 7-16 years of age in the Province and the attendance rate is 94.8% for those of school going age. At age 16 a huge drop-out rate is experienced (13.7%).

#### **4.4 ECONOMIC GROWTH AND SPORT CONTRIBUTION TO GDP<sup>12</sup>**

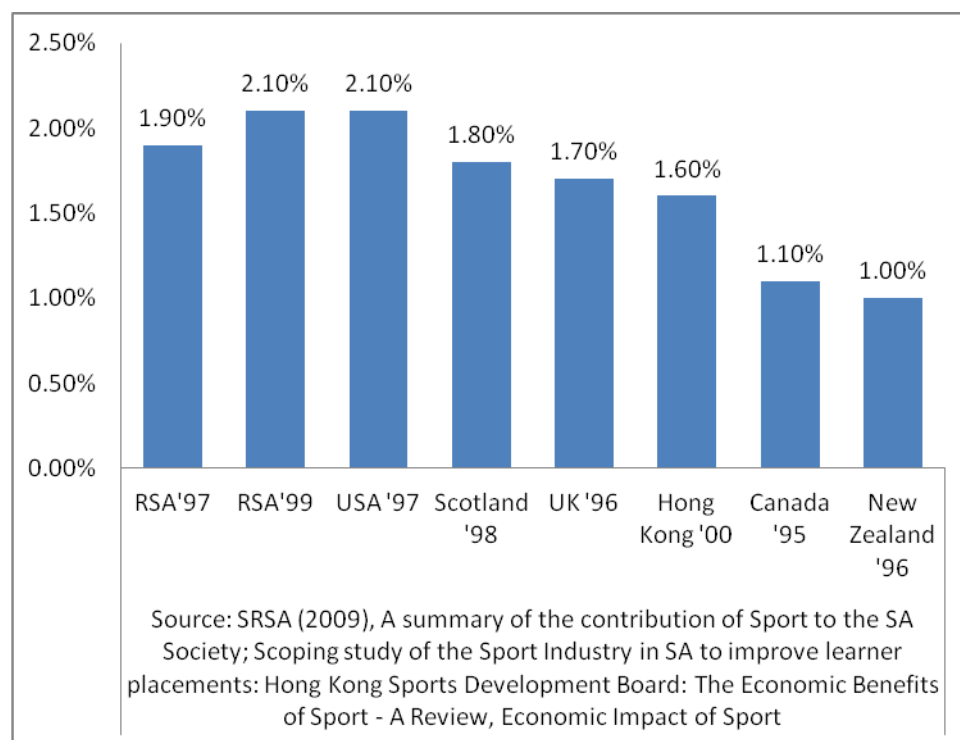
The SRSA Report (2009:30) shows that the South African sport contribution to GDP is 2,1%. This is significant as it is the same as that of the USA and considerably more than many high-income countries such as Scotland (1.8%), the UK (1.7%), Hong Kong (1.6%), Canada (1.1%)

---

<sup>12</sup> National income is measured as Gross domestic Product (GDP) that can be calculated in two ways. The first is the production GDP (wages + salaries + interest receipts + rents = profits and expenditure GDP (consumption + investment= government consumption + exports – imports). Our research has shown that the calculation of GDP for sport and recreation is not without its difficulties and a fierce debate in the USA are characterising this debate as to what should be included and what not (Reference Nick Watanabe, University of Missouri, USA).

and new Zealand (1,0%). It is obvious that although this figure is not available for the Western Cape Province, that Gauteng, KZN and the Western Cape is expected to have higher GDP figures on sport related to GDP than the national average.

#### GDP Contribution of the Sports industries across Countries



#### The economic contribution by sport and related activities to the domestic and Western Cape economy

The Case for Sport Research Project made use of the services of the *Bureau for Economic Research at Stellenbosch University* to develop a specific Report titled: “A high level economic analysis of the economic contribution by sport and related activities to the domestic and Western Cape economy”. Full acknowledgement of this contribution is hereby given to the BER for this research and this section makes extensive use of this Report (see BER, 2014) that was developed for this purpose. It should be noted that this initiative and Report should be a first attempt by the ICESSD and the BER to cooperate in this respect and it is envisaged that a longer-term partnership will be explored during 2014 to address current data restrictions and a more up to date economic perspective on sport and recreation through further research. The economic section below was not updated during Phase 2 of the research due to a lack of information from government sources and limited research funds for original research material as was conducted in Phase 1.

The BER conducted a brief literature review to ascertain whether credible earlier assessments are indeed available. The intention was to provide no more than an overview and context to the broader study currently being conducted by ICESD for the Department of Cultural Affairs and Sport. While there is much international data available, South African specific data is limited. However, there are three previous studies that do indicate that sport and all related activities contributed approximately 2% of South African gross domestic product in the past.<sup>13</sup>

For the purposes of the following document, the assumption will therefore be that sport and all related activities contribute 2% of GDP to South Africa. However, in no way does this imply that the Bureau for Economic Research endorses this finding but in the absence of other data the researchers are comfortable in using the assumption for illustrative purposes<sup>14</sup>. 2% of GDP is in line with international benchmarks where significantly more robust methodologies were employed to calculate the impact. In New Zealand, for example, where accurate data is available, calculations were used to allow for the potential double counting inherent in this type of analysis. The most recent estimate for New Zealand ranges from 2.1% to 2.8%.<sup>15</sup>

## Background

The concept of “sport” is not easy to define upfront as it has many potential meanings. Typically, sport not only includes organised sport, but also active recreation that is either organised or casual.<sup>16</sup> The concept of active recreation is however a very broad one and in many ways, explains why it is difficult to measure such a diverse sector or range of activities. When a narrow understanding is used for sport, it is theoretically simple to determine the value chain. For example, to measure the impact of a football team (narrowly) implies calculating the direct effects of the team and its supporters. In this way the costs of maintaining the club as well as the income from their games including rights and merchandise might be calculated. The difference between costs and income is the added value flowing directly from their activities.

However, this approach is significantly more difficult to apply to aggregated numbers on a national scale as sport and recreation cuts across many sectors and only the net benefit should be included in final economic impact assessments. For example, the same club uses a coach company for road transport and airlines to fly their players around. These are typically captured in the national accounts under the transport sector but might theoretically be deduced back from the clubs internal accounts. To calculate a coherent value does however

---

<sup>13</sup> See 1998 and 1999 “The estimated impact of sport on the South African economy” published by the Sport Information and Science Agency. Also, Department of Sport and Recreation, 2009. “A Case for Sport and Recreation” p30 for 2007 data

<sup>14</sup> Earlier studies have indeed found GDP contribution in the 1-2% range. However, the international sports market has been growing much more than national GDP rates therefore a 2% contribution is not unreasonable (see ATKEARNEY “The Sports Market” 2011 for growth rates).

<sup>15</sup> Dalziel, Paul. “The economic and social value of sport and recreation to New Zealand” AERU, Research report 322, Sept 2011

<sup>16</sup> Department of Sport and Recreation, 2009. “A Case for Sport and Recreation” p.31



imply that not only these net costs should be included but significantly also that portion of travel undertaken by club supporters when the club travels.

This poses significantly more challenges to the researcher. In addition to spending by supporters (in the example) the value of the counterfactual also needs to be calculated. That is the value of the flights that would have been undertaken had no supporters travelled as supposedly the airline would still have wanted to fill the seats. This is often/mostly overlooked when the impact of sport is calculated. The sport value chain when viewed narrowly includes the so-called four pillars<sup>17</sup> of sport

1. Properties
2. Rights management
3. Events management
4. Content

These four broad categories include the tangible and intangible assets and income and expense streams of organised sport but do so in isolation and this does not allow for the calculation of counterfactuals nor does it capture the informal sports sector and income derived from that. However, many studies only focus on these aspects as data is relatively available<sup>18</sup>.

For example, during the run-up to the 2010 FIFA soccer world cup in South Africa the expectation was for significantly larger economic benefits than transpired in the final reality. This was simply since all spend on the event was calculated as a net benefit rather than the net final effect. In this way the value of the unique sport visitors that the event would attract, and any related investment spending was the economic impact. However, the event was hosted during the winter low tourist season where South Africa typically attracts low volumes of international visitors, so the assumption was that this would all be positive. Though the FIFA world cup visitors crowded out an extremely important segment of visitors who might otherwise have travelled namely the US tourist (among others) that travels specifically during that time for wildlife and hunting purposes and typically are low volume and high value. The actual impact was then the value of the significant volumes of soccer fans and their spending (that remained in the country) less the value of what might have been (the counterfactual).<sup>19</sup>

This same problem arises in almost all aspects of the broad sporting and recreation sector when taking aspects such as retail, accommodation, transport, services and many more sectors into consideration.

---

<sup>17</sup> ATKearney, "The Sports Market" 2011

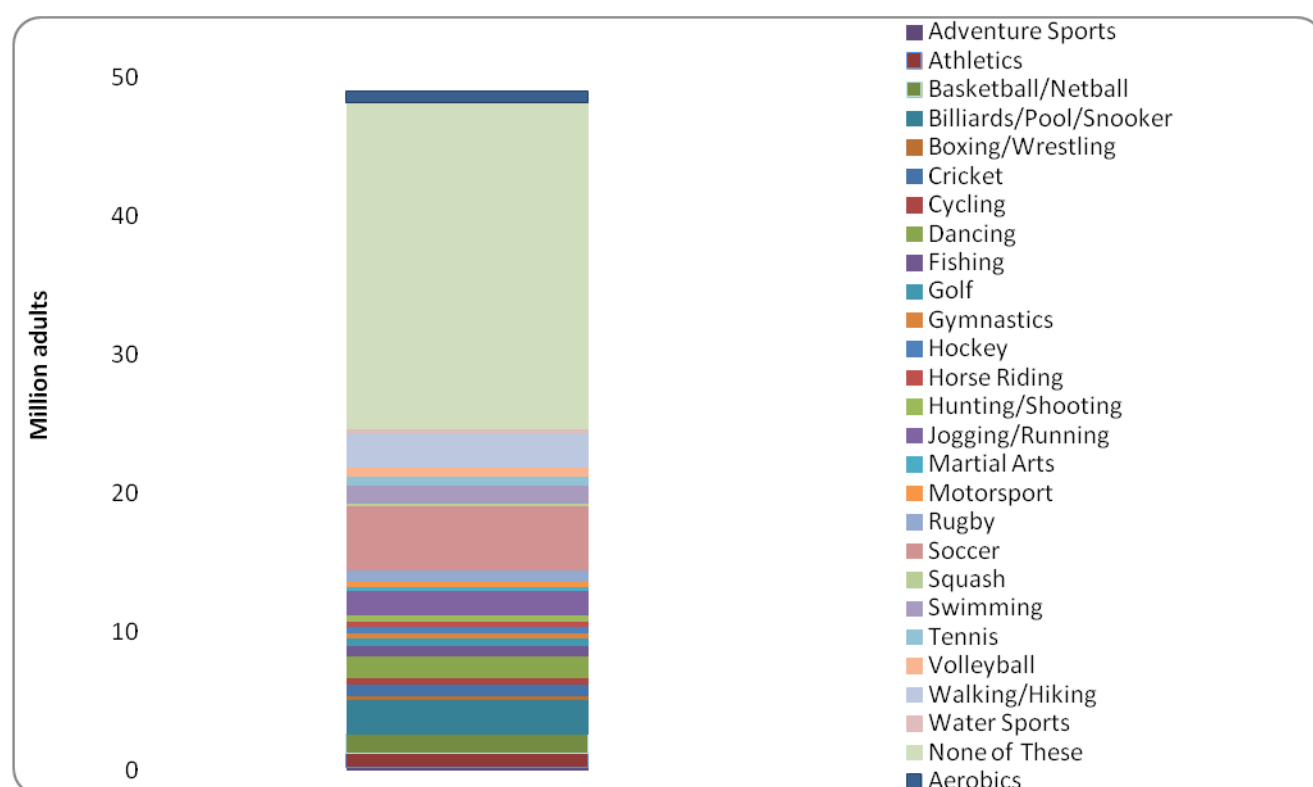
<sup>18</sup> See for example Grant Thornton 2007, 2010 Soccer World Cup Economic Impact Study.

<sup>19</sup> For a significantly expanded view of this see Du Plessis and Venter, "The home team scores! A first assessment of the economic impact of the World Cup 2010" published in Sport und Okonomie, Internationale Sportevents im umbruch? 2010 p31-50 and Venter C., Econex research note 19 July 2010 "The aftermath of the FIFA final"

An appropriate methodology in calculating the net effect of sport and recreation would be to estimate a so-called satellite account for sport from within the national accounts. A satellite account attempts to rearrange the national accounts into such a manner that the contribution by sport in each industry or category that the national accounts are structured in, is allocated to sport. The tourism sector is the first diverse sector to have actively arranged a satellite accounting structure to measure its impact.<sup>20</sup> Sport and related activities is very similar to tourism in that it is an amalgam of activities rather than an industry in itself. However, there is no doubt that sport is extremely popular in South Africa.

Below is a selected number of data points that reflects AMPS data for the past year. It clearly shows the very significant numbers of South African that actively partake in sport and while there is no Western Cape specific data available it is probable that the Western Cape attracts significantly more than its implied share given the propensity to host and locate large sporting events in the province. Note this reflects only taking part, not being a supporter, so again the numbers would swell dramatically if supporters were to be included.

Figure 1: Sport: Participated past 12 months



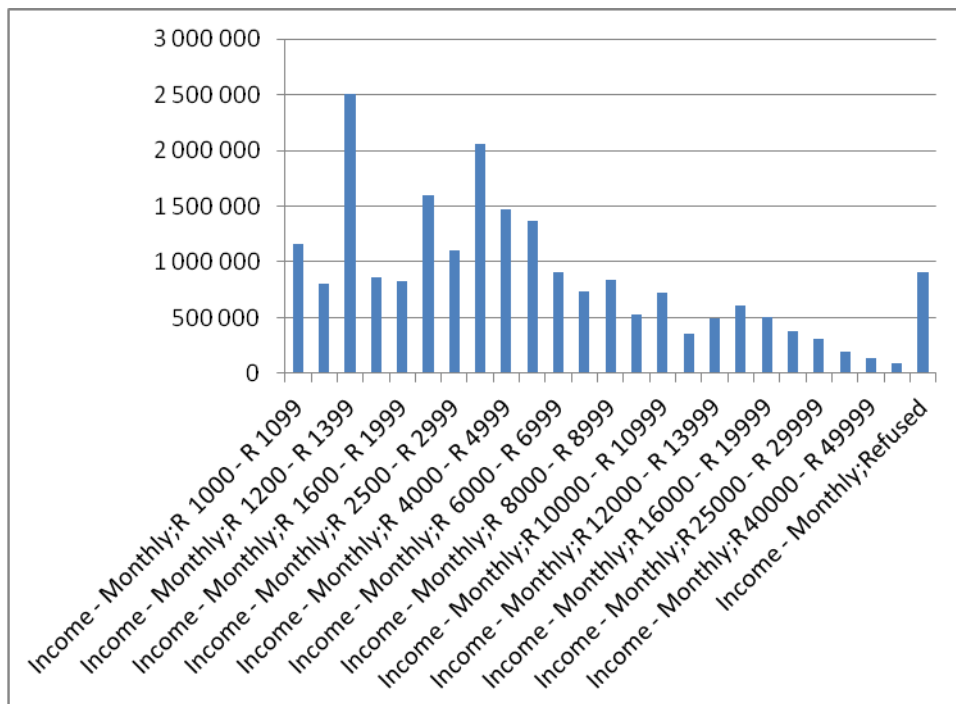
Source: AMPS 2013A (Jul 12 - Jun 13)

<sup>20</sup> See [www.unwto.org](http://www.unwto.org) and <http://statistics.unwto.org/sites/all/files/docpdf/concepts.pdf> for a definition

Again, the fact that so many adults surveys indicated that they had indeed taken part in sport that was NOT a survey option indicates the difficulty in accurately measuring the impact of sport on the economy.

While the causal relationship is not established the income levels of many of the sports participants would seem to indicate the probability that significant money might be spent on sports as entirely likely. It is specifically the category that refuses to divulge income levels that often contains very high-income earners and they might partake in expensive sports activities when the broader requirements are taken into consideration such as fly-fishing, flying, motorsports, cycling and many extreme sports.

Figure 2: Monthly income levels of participants in sports in past 12 months.



Source: AMPS 2013A (Jul 12 - Jun 13)

The national accounts do however provide a clear and coherent view of the economy at given point in time. In the current scenario the researchers were not able to verify and calculate a precise net economic impact in terms of gross domestic product but assumed a value for sport and recreation of 2%.

Using 2% as an assumption and the nominal GDP for South Africa in 2012 <sup>21</sup>implies that sport and related activities would have contributed R 62,779 million (R62.8billion) to the gross domestic product for the year 2012. **Using the same 2% assumption for the Western Cape economy generates a value of R8774million (R8.8billion) for 2012.**<sup>22</sup> While assuming a regional contribution in percentage terms like the national average is appropriate given the limitations, it is highly likely that a province such as the Western Cape will have a significantly

<sup>21</sup> R 3 138 980 million at market prices, Quantec 2013

<sup>22</sup> The Western Cape GDP at market prices 2012 : R3 138 980 million, Quantec 2013

higher amount of sports related spending due to the many attractions of the province making it a desirable sports and recreation coastal region.<sup>23</sup>

To calculate the GDP contribution is the first required step in calculating probable economic impacts. To interpret and analyse the meaning of this requires additional economic tools. The BER uses advanced economic multipliers derived from the South African Social Accounting Matrix (SAM) to derive theoretical economic impacts for analytical purposes. The following section explain these concepts as well as why they are of use in the current application.

### **Economic Impact Multipliers**

Economic impact analysis is an important tool for analyzing the possible effects of an economic decision on a community, town, city, or country. Economic impact analysis is well suited for this study. It is used for modelling the intricate linkages between different industries and measuring the economy-wide effects of a specific sector, intervention or project. The greater the linkages (forward and backward) that a sector has to the rest of the economy, the greater the multiplier benefit. Thus, we can then track how changing expenditures are multiplied through the economy using input-output analysis. For South Africa, the input-output analysis required for the analysis is produced and maintained by Quantec who extensively interpret and expand on national data sets.

The macroeconomic impact assessment of the value of sport and related activities is based on economic multipliers derived from detailed input-output analysis and a comprehensive Social Accounting Matrix (SAM) based model for South Africa. Input-output analysis can be described as an accounting framework that provides a snapshot of the economy at a specific point in time (e.g. the year 2010<sup>24</sup>), describing the composition and level of economic activity and the interactions and dependencies between industries and institutions. Over time, relationships between various units become clear and it is possible to detect clear linkages between changes in one sector to various other factors such as employment and output. From these relationships one can generate coefficients that allow multipliers to be calculated.

Input-output models are well-suited for this study, and generally, for modelling the intricate linkages of different industries and measuring the economy-wide effects of a specific sector. These models are often used for economic impact analysis, where the economic implications of a potential action (e.g. a large infrastructure investment) or new policy or regulation can be evaluated prior to taking that action.

---

<sup>23</sup> Other provinces likely to have large sports contributions would be Kwazulu-Natal, for similar reasons to the Western Cape and Gauteng as much of the financial assets (for example broadcast rights) will probably vest here.

<sup>24</sup> This is the latest available sector specific multipliers available from Quantec Research

The SAM and input-output tables provide a fully coherent view<sup>25</sup> of the economy at a specific point in time. While the actual SAM for the broader economy is currently available up to 2012, the multipliers used in this study reflect the 2010 South African economy due to the detailed employment and other data requirements with regard to the various sub-sectors of the economy that are only generated occasionally<sup>26</sup>. This implies that the relationships inherent to the multipliers are only valid given the structural relationship within the economy during that year or at that point in time.

Fortunately, multipliers are reasonably stable over the shorter term as they in fact reflect the dynamic outcome of the various forces that are constantly at play within the domestic economy. Therefore, it is acceptable to use the most recently available multipliers in analysis of this kind as there is little alternative, but they are probably still broadly correct.

Regarding the value of sport, it is easier to ascertain the impacts using this type of analysis and working backwards by using the 2% assumption as departure point<sup>27</sup>. Note that the SAM reflects the ACTUAL outcome of the economy given the realities of the country and is therefore ideologically neutral. If one can convincingly calculate the value of a loss/increase in revenue to a sector such as sport and recreation that a specific policy change might entail, using input-output analysis allows for a coherent but indicative methodology to assess the probable magnitude and direction of change to the status quo (i.e. the actual SAM).

To this end this type of analysis is ideal to assess the impact of (for example) a new property development to the economy as it implies a known value (the size and duration of the investment). The derived multipliers for the sector will already reflect aspects such as scarcity of resources within the sector so a convincing argument might be made that the impacts modelled will in fact over time materialise. However, any major shock will also have the dynamic impact of subtly altering the underlying relationships within the sector and economy and the relative values of factors of production (for example) therefore it is advised to assume any impacts as indicative rather than absolute.

Every SAM analysis begins with an injection of a positive or negative shock into the economy. This represents the so-called direct effect. The direct economic impact is the result of operational and capital expenditures by the various units of the industry via their income streams. On-going spending creates employment and income for individuals working within the broad sporting industry, as well as at its direct suppliers.

In the case of South Africa, it is possible to view the following as a theoretical example of how these impacts might operate:

---

<sup>25</sup> In other words they reflect “what is” rather than what is hoped for.

<sup>26</sup> Note that the input-output tables use formal statistics and are therefore dependent on updates from Statistics South Africa.

<sup>27</sup> There is currently no better way.

A rights holder to broadcast rights or a football club in George will employ the services of a marketing agent to sell the allotted rights. The marketing agent will require operators/staff. The rights will either be sold directly or managed in a joint manner with the rights owner and marketing agent. This broadly is the direct effect.

However, alongside this direct and visible aspect of the sporting world, there exists an entire support chain that allows the club to operate or the manufacturing facility to produce value added products such as branded merchandise. In this case it might indicate the manufacturing services, catering, landscaping or transport facilities of service providers to the sports sector.

This spend is still derived because of the primary activity but is now one step removed. This broadly is the indirect effect and it is typically spread over many/most sectors of the regional economy.

However, all this expenditure in the area allows for the employees of the sector to afford things such as food produced elsewhere or housing that require timber and cement. Therefore, due to the activities of the small football club in George, it may convincingly be argued that a small portion of the business of the cement manufacturer or the producer of avocados in Limpopo might be attributed to the sports and recreation sector. This is termed the income or induced effect and is the reason why policy needs to take all possible external costs and benefits into consideration as the market economy seamlessly allocates resources according to the relative values and demand at given points in time.<sup>28</sup> Over time and using all available data from the national accounts including employment data by primary skills allows the developer of the SAM to calculate specific multiplier values across many sectors and categories.

## Impact Analysis

To calculate the incidence and impacts resulting from 2% of GDP derived from sport and recreation requires a coherent framework. As elaborated on briefly, sport is a very widely dispersed activity and it is easy to either over- or understate the impacts. By not taking the counterfactual into consideration one might overstate the resulting impact but similarly by not taking all the very wide-ranging impacts into consideration might also lead to understatement. Because a SAM based analysis uses a static time based (snapshot) of the economy it is generally accepted that much of the risk is reduced in this regard as all economic activity is captured by one or more variables within the national accounts.

---

<sup>28</sup> See [www.unwto.org](http://www.unwto.org) and <http://statistics.unwto.org/sites/all/files/docpdf/concepts.pdf> for a definition of Satellite Accounting. Data: [www.ber.ac.za](http://www.ber.ac.za) , [www.quantec.co.za](http://www.quantec.co.za).

Using detailed employment and production statistics, the multipliers used in this analysis is the closest one might find to map the possible impacts resulting from sport to the national economy.

While a dedicated GDP and employment multiplier ONLY for sport is not available, there are multipliers for Sport, Culture and Recreation available based on the 2010 SAM. Multipliers are reasonably stable over the short term, so it is acceptable to use the 2010 multipliers still as they are the best available. It is important to state that the subsequent analysis is intended to be indicative rather than absolute but in the absence of better data there is no current alternative.

Table 1: National multipliers for Recreation, cultural, sport activities per Rmillion of final demand

<b>GDP multipliers</b>	<b>Employment DIRECT</b>	<b>Employment INDIRECT</b>	<b>Employment INDUCED</b>
1.641174	3.38	4.5982	3.4421

*Source: Quantec, 2013*

From the multipliers it is then possible to deduce that for every R1million spent on sport that there will be R1.64million added to the national GDP and almost 11.4 jobs sustained throughout the entire economy. Note that this does NOT imply that there are 11 people working in sport related activities as many will be found in other sectors such as general retail, agriculture, services, government and other cultural and recreational sectors such as restaurants and accommodation.

By using the multiplier and the 2% of GDP assumption it is also theoretically possible to calculate an indicative turnover value for the broad sporting sector.<sup>29</sup>

Table 2: Indicative turnovers for sport National and Western Cape 2012

<b>GDP</b>	<b>GDP (Rmillion)</b>	<b>GDP value @ 2% assumption (R million)</b>	<b>GDP multiplier:</b>	<b>Implied turnover (Rmillion)</b>
Western Cape	438 700	8774.00	1.641174	5346.18
National	3 138 980	62779.6	1.641174	38252.87

*Source: BER calculations, 2013*

Using the assumptions derived earlier it implies that the Western Cape would have had more than R5billion spent during 2012 that might broadly be attributable to sport. While this is a

<sup>29</sup> By calculating the value of 2% of GDP and then DIVIDING this by the multiplier to derive a hypothetical turnover value.

very sizeable value it certainly is not inconceivable given the very high propensity that South Africans must partake in or support sport.

Given the high levels of unemployment in South Africa it is often the impact on employment that is most relevant during sectoral analysis. While it may be argued that the money spent by, through and via the various sport and leisure activities is money that needs to be earned elsewhere (mostly being discretionary) there can be no doubt that the sporting sector contributes greatly to maintain employment numbers in the Western cape and nationally.

The most recent national employment statistics broken up by skill set (as opposed to sector) date from 2010 and provides a number of 94 838 as being employed in the narrow definition of recreation, cultural and sport. Note that these statistics are exceptionally difficult to relate to any specific sector – as in the current report – due to the many overlapping areas available. For example, the same statistics set would provide 170 other possible categories of skill sets as well so it is certain that many persons active directly or indirectly in the sporting world would be captured under various other categories.<sup>30</sup>

Table 3: Employment by skill set, 2010

<b>Recreation, cultural, sport activities</b>	<b>Employment: Total (Formal &amp; informal)</b>	<b>Employment formal: Total</b>	<b>Formal - Highly skilled</b>	<b>Formal - Skilled</b>	<b>Formal - Semi- and unskilled</b>	<b>Employment informal: Total</b>
	94 838	78003	37639	39106	1259	16834

*Source: Quantec, 2013*

However the data is comprised of a closed system (the national SAM) and over time it allows for the calculations of employment coefficients that might be related back to the various sectors and allow for the estimation of employment multipliers as depicted in table 1

Using the assumption that 2% is an acceptable indicator for the contribution of sport to GDP then allows for these same multipliers to be used to estimate the employment impacts of sport.<sup>31</sup> While it has been stressed that care needs to be taken when interpreting the numbers, given the reality that they are derived from an assumption the implied impact of sport on employment is significant.

<sup>30</sup> For example, the tennis shoe salesman in the sporting goods store would be under retail and the hunting or mountain bike guide under agriculture.

<sup>31</sup> Note that due to the assumption directly relating to sport only, the effects of cultural activities now will now be mostly accounted for.



Table 4: Employment impacts Sport

	Turnover implied	Employment total multiplier DIRECT	Employment total INDIRECT	Employment total INDUCED	Total Employment
Multiplier		3.38066	4.5982	3.4421	
Western Cape	5346.17537	18073	24 582	18 401	61058
National	38252.87523	129320	175 893	131 669	436883

*Source: BER calculations*

The indications are therefore that sport and related activities supported approximately 60 000 jobs, directly-and indirectly, in the western cape during 2012 of which the vast majority would be in diverse sectors such as retail, accommodation and other services. The employment was supported by spending of approximately R5.3billion during the same period.

## Conclusion

It is not possible to determine the exact contribution and composition made by sport to the Western Cape economy due to current data restrictions. However given previous research into the economic contribution of sport to South Africa it is reasonable to assume a 2% value resulting from activities in this widely dispersed industry. Using 2% and the most appropriate economic multipliers allows the conclusion that:

- **Sport contributed in excess of R8.8billion to the Western Cape GDP during 2012;**
- **It is probable that the impact of sport and related activities on regions such as the Western Cape, Gauteng and Kwazulu-Natal might be significantly larger in percentage terms than the assumed national average; and**
- **Sport supported in excess of 60 000 jobs in the Western Cape spread across all sectors.**

The current research was based on a high-level assessment only and more in depth research is required to reach a definitive contribution. It is recommended that current data restrictions be addressed and that an improved statistical and information base for sport and recreation at the Provincial level receive urgent attention. DCAS, ICESD and the BER are presently in discussion with StatsSA to address this challenge.

#### 4.5 EMPLOYMENT AND VOLUNTEERISM IN SPORT AND RECREATION

The SRSA report (2009:31) noted that sport has become an important and growing generator of paid employment in a number of countries. Current labour force statistics generally do not show people **employed in sport** as a separate industry. In South Africa, sport and recreation have contributed to the creation of jobs for 40, 700 full-time workers, a further estimated part-time workers and about 9500 volunteers, which adds up to a total employment figure of approximately 57, 000 in 2007. This number provided by SRSA (2009:32) is regarded as a gross underestimate of actual figures as especially the numbers of volunteers represent a vast undercount. The same goes for employment where grounds man, biokineticists at gyms and drivers of racing pigeon trucks are not recorded as employed by the sport industry. It is imperative that realistic figures be obtained for the Western Cape so that **actual employment and volunteer baselines** and data can be meaningfully used.

Volunteerism has emerged as a significant issue in the research for the Case for Sport during this research phase. In most South African sport federations and clubs, volunteers play a significant role in sport development and the management of these organisations, often with limited capacity and resources. Volunteerism has emerged as a major issue in our Survey results, because of the Botswana training of volunteer's initiative, as well as a result of the emphasis placed on volunteerism by participants to the annual Sport and Peace Conference (see Case studies in the next section). Volunteerism will also receive further attention in the next section.

#### 4.6 SPORTS GOODS AND SERVICES

Research shows that whatever the reason, there is a universal increase in spending on sport that makes a strong business case for investment in sports goods and services. These typically include products such as sport clothing, footwear and equipment and services such as coaching and tuition, gym and fitness training and hospitality services. From the various case studies it is clear that these definitions need to be reviewed to include various services not considered at present such as transport services, medical and associated services as well as specialized food and nutrition directly related to sport. As discussed below, a need exists to include sport related issues in household surveys in order to establish actual spending patterns.

#### 4.7 HOUSEHOLD EXPENDITURE ON SPORT

International studies on sport and recreation show that considerable insights can be gained from a study on household expenditure on sport. It is recommended that a specific household

survey be conducted to determine basic and vital trends in sport and recreation/ that Household Surveys by Government include sport and recreation information. By way of example, it is expected that considerable expenditure by all households are presently incurred for sportswear of school children and that considerable expenses are incurred on an annual basis by parents when school wear is acquired, and that sportswear and equipment may cost as much if not more than school clothes. Household surveys may also provide information on especially types of recreation that is not presently recorded, such as leisure time spent on sport as a spectator sport and the recording of actual time spent on new and emerging forms of recreation such as computer gaming by the youth.

#### **4.8 SPORT SPONSORSHIP AND FUNDING**

Sport sponsorship is an important source of funding for sport and recreation and worldwide trends especially in the fast-growing economies such as China, is showing rapid growth. According to SRSA (2009:33) the re-entry of South Africa to the international sport scene in 1990 has provided a major stimulus to local sponsorship and funding. According to BMI, the result was that the South African sport sponsorship market experienced unprecedented growth of more than 58% from 1990 to 1992. Neither the total amount for sport sponsorship in the Western Cape Province nor a comparative assessment of such figures is available for the Western Cape. SRSA (2009:34) reported that more than 80 different sport codes receive at least some sponsorship in South Africa and that the top sporting codes in terms of sponsorship were soccer, rugby, cricket, motor racing and golf, amounting to 67% of all sponsorships. Specific trends exist concerning total hours of TV exposure and branded media returns but this area will not receive further attention in this report.

Although one develops some understanding of the importance and impact of sport and recreation by considering participation rates, it should also be noted that the nature of sport and how it is practised have changed significantly in some sports. Prof Andre Odendal during the *Futures in Sport Business Conference* held from 7-8 March 2013 in the NEDBANK Auditorium at the V&A Waterfront, noted that as recorded also in the now famous 'BLUE BOOK' about the history and recording of cricket, that due to globalisation where time and location has become virtual, cricket in the last 5 years underwent more changes than the previous 150 years. Prof Odendal noted that the T20 and 20/20 Competitions of 2007 changed the understanding of how cricket was viewed economically. He also noted that the 'power of elite players', the impacting of market forces and the impact of sport on development and transformation priorities were having a fundamental impact on how sport was viewed historically. Prof Odendal noted that in the world where celebrity stars and corporate as well as competitive sport had a major impact, a lack of state intervention was evident as development needed to be high on the agenda and as transformation is a prerequisite to excellence.

#### 4.9 SPORT TOURISM

With the global emergence of sport tourism and the prominent re-entry of South Africa to the world sport scene, also by hosting major events, sport tourism has become an increasingly important part of the economy. In the Western Cape a single event such as the Cape Epic may draw 40, 000 visitors from outside the Provincial borders.

Internationally sport tourism has received prominent attention and it is estimated that sport tourism constitutes 5-10% of tourism world-wide and in some countries sport can account for as much as 25% of all tourism receipts (SRSA, 2009). When major events are hosted this figure is much higher. The cost-benefit of international events and major or mega events is a hotly debated topic especially in terms of infrastructure investment and maintenance. Although accurate figures are not available the Western Cape draws considerable numbers of tourists, and especially sport tourists, not only to the World Cup events but also to a number of other major events, including cycling and rugby. It is striking that the Western Cape and Cape Town has **a comparative advantage to the rest of the country as a tourist destination** and large numbers of sports people combine sport events with leisure.

It is also significant that the Western Cape has a **resource based economy** that provides a competitive advantage compared to many other destinations as a large variety of nature related environments are related that are conducive to sport and well-being. For this reason, walking, hiking and cycling in reserves and mountain areas are possible and the Cape provides an ideal environment for cycling events as well as marine based activities. The impact of events will be discussed below.

Sport tourism is one of the fastest growing sectors worldwide and studies (SRSA, 2009:38) show that travel and tourism combined accounts for more than 10% of the global gross domestic product. In South Africa the tourism industry was the second fastest growing sector in the South African economy in 2006 with rapid growth in visitors since political reconciliation took place in 1994. According to SRSA (2009: 39), sport tourism in South Africa is estimated to contribute significantly to the South African economy in future as discussed above. **As sport related tourism has huge potential in the Western Cape, there can be no doubt that this sector has a comparative advantage for future growth. It is important that government includes sport development and the development of the Province as a tourist and sport tourist destination.**

#### 4.10 THE ECONOMIC IMPACT OF MAJOR EVENTS

Following financial losses related to major events in especially the 1970's and 1980's internationally and heated debates on the cost-benefit of World Cup events, also in South Africa, it is now generally accepted that if planned properly, major events have significant

benefits to host countries. Because of the Western Cape's past record of hosting major and large events, as well as considering the future potential of hosting of events, the hosting of events certainly has major benefits for the Province. Experience have shown (SRSA, 2009:39) that the scale and type of event, its funding levels and its geographic location, linked with infrastructure cost-benefit considerations, together with the leadership management and organisational ability of government, private sector and civil society are all key determinants in the financial viability of hosting an event.

Research shows that major events in countries are followed by significant increases in foreign visitors and tourists in subsequent years. For a comparison see the Calgary Winter Games in 1988, the Norwegian Winter Games of 1994, the 1988 FIFA World Cup in France, the Sydney 2000 Olympic Games and the 2006 FIFA World Cup in Germany, see SRSA (2009: 38). The literature contains detailed assessments and comparative perspectives on major events. For the purpose of this research report this issue is not further pursued. The interested reader should see SRSA (1990: 42).

Dr Laurine Platzky, during the *Futures in Sport Business Conference* held from 7-8 March 2013 in the NEDBANK Auditorium at the V&A Waterfront, noted that in 2006 but with the World Cup in 2010 in particular, the City (Cape Town) and the Province gained considerable confidence at their ability to plan and their capacity to implement such events. Dr Platzky noted that sport events played a major role in making South Africa a part of the international community, especially concerning non-traditional partners, such as Mexico. A significant point made by Dr Platzky was that the Western Cape and the City raised the understanding and influence of the environmental agenda and the understanding of sport events also in the context of the carbon footprint approach. Dr Platzky also noted that construction and hospitality really benefitted, and that cooperative governance was essential, and that the collaboration and partnership between the City of Cape Town and the Provincial Government in the Western Cape was essential.

SRSA (2009: 38) notes that the economic impact of an event can be defined as the net change in an economy resulting from a sports event. Activities include acquisition, operation, development and use of sports facilities and services all of which generate visitors spending, public spending, private sector investment, employment opportunities and tax revenue. A range of specific benefits (or costs) may occur related to the construction, maintenance and upgrading of facilities and economic activity may extend to the involvement of sport organisers and the employment of hospitality staff. Other benefits come from the use of training facilities and associated infrastructure, from advertising and ticket sales as well as food and beverage sales. Transport, accommodation as well as other industries benefit (SRSA, 2009:40). Revenue generation are very much linked to governance arrangements and large financial interests exist concerning broadcasting rights, sponsorships and licensing.

Lessons of experience and results from major events that were held in South Africa provide a rich basis for discussion. SRSA conducted a study April 2003 to determine socio-economic impact and some of these findings are briefly discussed below as these benefits are of direct relevance to the Western Cape.

With the hosting of the **Rugby World Cup in 1995** it was found that a growth of 22% in foreign tourism was experienced. This consisted of a 52% growth from overseas markets and a 12% growth in African visitors. The economic contribution from foreign tourism to South Africa was exstimated at R8,9 billion. In the years following the World Cup, tourism increased by 9,4% from 1995 to 1996 (SRSA, 2009: 43).

The **2003 Cricket World Cup in South Africa** showed that considerable revenues were generated from especially visitors from England, India and Australia. The economic impact was estimated at R2 billion and considerable revenues were generated from television sports broadcasting and sponsorship deals, indirectly also advertising and marketing South Africa as a tourist destination. Research showed that 3500 jobs were created and some 20, 000 foreign visitors came to the country (SRSA, 2009: 43).

With the hosting of the **Indian Premier League (IPL)** in South Africa in 2009, significant international attention through very high TV ratings (11% higher than the inaugural tournament of 2008) were experienced. The tournament boosted tourism at a time that the economy was at a low and R1.5 billion was spent locally. 25, 000 hotel rooms and 6000 flights were booked during the 40 day tournament. SRSA (2009:44) reported that more than 800, 000 people watched the 59 games at the 8 stadia throughout South Africa and 40 % of the spectators watched cricket for the first time. It was also noted that the event lead to further sporting, trade and political ties between South Africa and India.

With the hosting of the **2010 FIFA World Cup in South Africa**, contributions to real GDP was estimated at R10 billion by Bohlman and van Heerden form the University of Pretoria and at an original estimate by Grant Thornton (SRSA, 2009: 44). It was reported that thousands of jobs were created and that the improvement of new infrastructure was significant. It was expected that the improvement of transport infrastructure also improved longer term economic growth.

Business analysts such as Grant Thornton (2013) are of the view that major and mega events play a major role in attracting economic investment. A Grant Thornton International Business report (IBR) recorded that 78% of business leaders in South Africa believed that sporting events are key to attracting investment (Thornton, 2013). Bohlman and van Heerden (2005) from the University of Pretoria found that the real GDP contribution to the SA economy was estimated to be R10 billion as a result of the 2010 FIFA World Cup. Other researchers have been quick to point out that major events do not necessarily and in fact seldom do, impact positively on community development (Ntloko and Swart, 2008: 89) whilst others report that

the positive and negative impact of major events still need to be researched (Bob and Swart, 2010: 91).

Although major events draw a lot of attention from policy-makers and economic analysts, few successes are evident where major events truly impact on local development and community development. So-called 'Legacy Projects' focused more on infrastructure and tourism than on local community development although it originally intended to do so. Critical voices (Keim, 2012) maintain that 2010 was an opportunity lost for community development in the country and FIFA's promised projects were perceived than little more than window-dressing and affected very few people's lives. It must be noted that **the combined effect of small and medium-sized events as well as community events as a critical mass may have a more significant impact on development objectives** than major and mega-events if not only financial results were assessed.

#### 4.11 SPORT AND RECREATION INFRASTRUCTURE

The Sport and Recreation industry in the Western Cape occupies and uses **significant amounts of land and facilities** in the Province. These facilities, in public and private hands, provide an economic base for productive activity, serve as social and safe spaces and acts as environmental and nature-based zones, in urban and rural environments.

The scale and integrated nature of sporting facilities other than its primary functions, also provide useful multi-purpose usage for various other type of activities such as education-based programmes as well as community activities. In this sense sport and recreation infrastructure provides community facilities, also for private use, such as weddings and other functions that form an integral part of the everyday life of citizens.

It has been recommended that a proper land and facilities audit concerning land use be done and that the complementarities with the health, education, tourism and community safety sectors be explored. **The amount of land and facilities occupied by sport and recreation probably exceeds the land and facilities of any other social sector such as education and health** and a need exist to establish such comparative ratios, also for budgeting purposes. Sport and recreation occupies significant land, facilities and other assets that should be important contributors and infrastructure for socio-economic development.

This research study found that sport and recreation made a significant contribution to economic growth, employment, tourism and other related economic activities and a specific set of findings were provided (see above) as well as a set of recommendations for the way forward.

## CHAPTER 5: SOCIAL BENEFITS OF SPORT AND RECREATION

### 5.1 INTRODUCTION AND FOCUS

This study found that sport and recreation had a direct impact on social development and that various social dimensions were directly affected. Some of these social areas, such as the effect of sport on health and education has direct economic consequences as well. In summary (see detailed discussions below) the social benefits of sport and recreation include the following:

- It was found that **increased activity and exercise were directly related to improved health**;
- It was found that improved health, as a result of increased activity and fitness had direct economic consequences as it was proven that increased activity resulted in **reduced medicine costs and a lowering of hospitalisation costs**;
- It was found that sport and recreation impacted directly on **education and training**. In the case of the MOD Programme, it was found that school attendance, discipline and academic results improved when active sport programmes were institutionalised;
- It was also found that **various skills programmes and other educational interventions** were offered in conjunction with sport amongst the youth with positive results;
- It was found that sport and recreation are responsible for considerable **social capital development** and various case studies that were undertaken (see Part B) show an improvement in **trust, social collaboration and increased self-organisation** and resilience.
- Various inequities exist and other than **issues of gender**, it was found that farm worker communities constitute a vulnerable group in need of much more targeted intervention and support (see Case study on farm workers). All vulnerable groups including women and children, the elderly, the mentally and physically disabled and other minority groups are typically targeted for increased support by sport federations, also in terms of the Transformation Charter in the Western Cape;
- Our research showed that sport and recreation contribute in meaningful ways to **community safety** and have played an important part in **peace, reconciliation and nation-building** (also see the case study on the Cape Town Sport and Peace Conference);
- Although not primarily social, a discussion on **environmental costs and benefits** show that a close and complimentary relationship exists between sport and recreation and **sustainable development and environmental considerations**.



The Report titled: “The Social and Economic Value of Sport: The basis for a case for South African Sport” by SRSA (2009; 5) noted that:

*The social benefits derived from physical activity are numerous and well documented - long-term health benefits, stronger and more secure communities, closer family units, social cohesion through its ability to break down social and cultural barriers and bringing people from different backgrounds together, providing venues where people can meet and interact, providing an opportunity to serve as a volunteer in the community, teaching people about respect for other people and property, getting people of all ages involved in their communities, giving people a sense of purpose and addressing social issues such as conflict and crime. Furthermore, active participants benefit from developing and improving a variety of skills, including management and administrative, problem-solving, communication, coaching and mentoring and leadership skills. Sport programmes can also empower and promote the inclusion of marginalised groups, especially woman, the youth, rural communities and people with disabilities.*

The body of knowledge on the impact of sport and development in social terms have become quite a focus in recent times and especially studies that show behavioural change and criteria for such change have become prominent although Sanders, Phillips, and Vanreusel, (2012: 2) argue that sport for development remains a newly emerging field and while research has grown, it remains limited. The discussion below will address priority groups, benefits for health and education, social capital development, the youth, benefits for culture and heritage as well as environmental considerations

## 5.2 SOCIAL BENEFITS FOR PRIORITY GROUPS

Sport and creation have the potential to **target priority groups**, such as **disadvantaged communities, the youth, the aged, those with a disability and in the Western Cape, especially farm workers**. Sport is regarded as a major vehicle for **youth development** and serves as a useful platform for other initiatives such as education. This study has shown inter alia through the attached stories as first-hand evidence as well as through the various case studies contained in this Report that sport and recreation are having a direct positive impact on the youth.

The **elderly is also a specific priority group** that can be regarded as a vulnerable group in society. Sport and recreation have value to the aged because of improved activity levels and health considerations but also for the benefit of social relationships and social networking and psycho-social support that are associated with sport and recreation. In the case of the Western Cape it was found that specific sport types are popular amongst the elderly (see discussion above).

Statistics show (SRSA, 2009: 18) that in all countries girls and women are less likely than boys and men to participate in sport. In the Western Cape, Provincial Government has targeted netball as a focus in 2012 and various initiatives exist to improve **the participation rate of women**. As discussed under Participation in sport (above) statistics show that participation rates for women in the Western Cape are low. In national and international context, it is also obvious that too few women are in leadership positions and in decision-making positions. Also through youth programmes, it was found that sport can help increase self-esteem, confidence by learning new skills, by engaging in positive relationships, by acquiring achievements and by engaging in voluntary work.

Our case studies (2012) have shown that some sport types such as netball has very special potential to address some of the above issues. In the attached case study on club development on the West Coast, the participants noted that “The Club Development Program is one of the most potent endeavours of DCAS’ and that it has shown a significant impact in achieving results. A brief extract from the case (see Case study, 2012) is made:

*The West Coast Region is a vast, stretched out region consisting of mostly rural towns. Unemployment is a grave problem, as many of the people of the West Coast rely on jobs that are seasonal and dependant on factors such as harvest seasons and the success of fishing in the coastal town. Sport for many of the people on the West Coast, is a passion where there are not many healthy alternatives. Netball is a driving force in the development and upliftment of women and girls – and now also men – in the West Coast. The challenges are, however, immense. Not only are these clubs faced with poor facilities and infrastructure, they are also handicapped historically in terms of education and training of coaches, umpires and technical officials. There is also little to no support from the communities. By far the biggest challenge for the developing clubs on the West Coast, is transport. Players sometimes have to fork out transport fees that amount to more than a day’s wage, just to get to netball games. The need for Club Development is thus great, and this study will clearly show the massive impact the Club Development Program has had on netball players in the developing clubs in our region.*

There can be little doubt, and this is the case in South Africa and in the Western Cape , that sport and recreation are able to **improve the inclusion and well-being of persons with disabilities**. Sport and recreation especially changes community perceptions regarding people with disabilities. Sport and recreation can also reduce the stigma experienced by **marginalised groups**, including people with **disabilities** and, people with HIV/Aids. By engaging with other individuals, a shared space and experience is created that help break

down negative perceptions and enables people to focus on what they have in common (SRSA, 2009: 22).

### 5.3 SPORT AND RECREATION BENEFITS FOR HEALTH

As the SRSA Report (2009:24) points out, **sport generates health benefits** in two primary ways – through direct participation in sport, and using participatory and spectator sport as a platform for communication, education and social mobilisation to achieve better lifestyles and healthy living. Much research has been done on healthy lifestyles and a full discussion of these arguments is not repeated here. Two studies are of significance and these are discussed below. Active and healthy lifestyles reduce the risk of coronary heart disease, manage obesity, reduce incidences of osteoporosis, reduce risk of strokes, prevent certain cancers and contribute to psychological benefits, including increased self-esteem.

A direct relationship exists between active lifestyles and health. There can be little doubt that increased physical activity leads to improved health. In the context of a general lack of statistics in this area, this research made a specific effort to obtain statistics from Virgin Active, the local industry leader in gym and fitness as well as Discovery Health (see below). Although this correlation is well-known it was found difficult to quantify at a macro scale for research purposes. This issue warrants further attention. Although we may have statistics on the number of registered athletes, it is far more difficult to establish the total number of people in the Province that are practising sport and recreation or the total number of people that could be regarded as 'active'.

Arguments also exist that shows that the spread and impact of HIV/ Aids can be countered through **sport-based education and awareness programmes**. Because of the popularity of sport and recreation, such initiatives often serve as an ideal vehicle through which education programmes and HIV/Aids awareness programmes can be launched. These activities by NGOs as well as governmental bodies are very prominent in the Western Cape, but very little information is available on actual results and impacts. A particular study that draws the attention in this respect is the article by Kaufman, Spencer and Ross (2013) called *Effectiveness of sport-based HIV Prevention Interventions: A systematic Review of the Evidence*. This study shows that although some positive impact is evident, it was found that very few of these studies were properly evaluated and that evaluation design methodology and other aspects were weak. The authors noted that "Generally, the review found encouraging evidence for some short-term effects but relied predominantly on low quality studies. More rigorous research on sport-based HIV prevention is needed to objectively assess effectiveness". Two issues are of note. Firstly, **sport and recreation activities provide a popular and effective basis for not only educational and skills development initiatives but also as a vehicle for awareness programmes**, such as for health risks but in fact all important messages related to the well-being of the youth. The second observation is that **M&E support should be provided to sport and recreation based NGOs to improve the collection of**

**information that can be used not only to assess performance, but to in a results-based way, actually improve the effectiveness of the interventions.**

It has been shown that there are substantial savings to the economy from the health gains associated with increased levels of physical activity (SASR, 2009:25). Various international research studies exist in this respect. In the case of South Africa and the Western Cape, two specific studies are of particular note. These concern the articles: *Participation in Fitness Related Activities of an Incentive-Based Health Promotion program and Hospital costs: A Retrospective Longitudinal Study by Patel, and others (2011)*, as well as the article on *The Association between medical costs and Participation in the Vitality Health Promotion Program* among 948, 974 members of a South African Health Insurance Company by Patel et. al. (2010). As research on the benefits of sport for health are lacking, also of local experiences in the Western Cape, these studies are of special value and require further elaboration.

The article by Patel, Lambert, da Silva, Greyling, Nossel, Noach, Derman and Gaziano (2010) titled *The Association between medical costs and Participation in the Vitality Health Promotion Program* found that in this study and of a study sample of 948, 974 adult members of the Discovery Health Plan for the year 2006, 591,134 members (62.3%) were also members of the Vitality health promotion programme (Patel et.al. 2010). The study found that 'highly engaged members' had lower health costs per patient, shorter stays in hospital and fewer admissions compared with other groups. Low or no engagement was not associated with lower hospital costs. Admission rates were 7.4% lower for cardiovascular disease, 13,2% lower for cancers, and 20,7 % lower for endocrine and metabolic diseases. It was concluded in the Vitality, Discovery study that "Engagement in an incentive-based wellness program, offered by a health insurer, was associated with lower health care costs (Patel et.al. 2010).

In a follow-up article in 2011 called *Participation in Fitness related Activities of an Incentive-Based Health Promotion program and Hospital costs: A Retrospective Longitudinal Study* by Patel, and others (2011) the researchers found that they " ... observed an increase in fitness related activities over time amongst members of this incentive-based health promotion program which was associated with a lower probability of hospital admission and lower hospital costs in the subsequent two years" (Patel et al, 2011:341).

Although the above scientific study was focused on a group of participants at a specific gym, in this case *Virgin Active* and members of *Vitality*, the sample has been very large indeed and the broader conclusion also from other sources is clear. **Increased physical activity leads to improved health.** Given the low participation rates in the Western Cape Province as reflected in the discussion on participation, the continued efforts of DCAS and other role players to encourage mass participation should be continued and the effort increased to promote sport and recreation activities.

#### 5.4 SPORT AND RECREATION BENEFITS FOR EDUCATION

The interfaces and complementarities **between sport and recreation and education** were found to be huge. Physical education is part of education and much learning takes place through sport, recreation, play and games. Children who participate in sport are generally healthier and more resistant to disease. Primary and secondary schools are a focus point for massification and talent management initiatives. At tertiary level the Province has to its availability four local universities that specialize in different facets of sport and recreation.

This concerns not only the training of young people in sport sciences and management, but also post-graduate research that feeds into many issues discussed in this report. Furthermore, it is imperative that the research capacities in the Province be built but also that research are informed by **a strategic provincial research and policy agenda on sport and recreation**, also to stimulate funding and coordinated multi-year research programmes.

All four the universities indeed also feature as something very special in the sport and recreation context in the Western Province as **these universities, together with the sport academies of Government act as higher order nexus for sport and recreation activity**, also on and off campus with reference to the interfaces between universities and local communities. The reader is referred to case Study regarding the future of sport and development at the University of the Western Cape. It is important to note that the local universities have formed a partnership and coordinating committee on the sport and development theme and good cooperation is evident. DCAS has developed specific memoranda of agreement with the local universities.

The international experience also shows that schools with a physical education and sport focus have shown improved grades. In the case of the MOD Centres in the Western Cape, discipline amongst pupils as well as attendance at school improved. It was found that sport and recreation present the child at school with life skills in a way unsurpassed by many other activities. Other than **MOD Centres the School Sport Programme in the Western Cape** also acts as a joint platform for DCAS as well as the Department of basic Education to take advantages of the contribution that sport can make at schools and in education. **The reader should not that the discussion on the benefits of sport to the youth concerning education matters is also discussed in the section on youth, below, where a proper discussion of the MOD Programme will take place.**

The SRSA Report (2009: 22) noted that the promotion of sport and physical education at schools plays an important role in creating motivation for, and commitment to life-long participation. People who exercise regularly in their youth are more likely to remain active throughout their lives. All sport people are exposed to a culture of self-discipline, respect for the achievements of others and pride in their own contribution to success. In this regard, as

pointed out in the discussion on physical education at schools in the African context, there can be little doubt that South Africa made a major mistake by removing physical education from the curricula and from down-grading school sport. Although an attempt has been made to re-institute physical education at school, present efforts are not adequate and the incorporation of this subject into Life Orientation does not provide adequate focus and time to this important subject. The Department of Education has also been slow to approve and appoint qualified physical education educators at schools. Our research has shown that sport practitioners have seen a drop in the activity of this generation as well as lower participation rates, as well as competitiveness as a result. The implications are that it will take a whole generation to address this backlog and everything possible needs to be done to address this issue regarding present learners as well as those that have been affected. Strategies should provide for targeted support to address this cohort of disadvantaged learners and young adults.

Post-graduate studies including a PhD by Dr Anver Desai specifically addressed the need for physical education at schools. The reader is referred to the attached case study for further details. Dr Desai has been a Principal on the Cape Flats for many years. He noted that one cannot divorce school sport from Physical education as a compulsory subject. Physical Education is meant to promote sport skills development, healthy living, eradicate sedentary lifestyle and further fight obesity. Non-communicable diseases and especially obesity are currently on the increase among South African learners. The ongoing challenge is to keep the issue of Physical Education on the national agenda; so that it becomes a stand-alone subject with full legal status.

One of the cruellest legacies of Apartheid is its distortion of sport and recreation in our society, the enforced segregation of those activities and the gross neglect in providing facilities for the majority of South Africa's people. This has denied millions of people, in particular the youth, the right to a normal and healthy life. Sport and recreation are an integral part of reconstructing and developing a healthier society (RDP, 1994).

A functioning and well-resourced school sport system is critical if we want to build this nation and be a dynamic force in world sport and recreation, where all the citizens of South Africa are given an equal opportunity. When using sport as a catalyst for nation building, it is essential that we start at school level. With the introduction of the new school curriculum and policy to transform education, we find a weakness in our present setup, being the lack of a clear school sport policy. A strong belief exists that sport programmes have the power to promote the development of sportsmanlike behaviour (fair play), ethical decision-making, and a total curriculum for moral character development. It provides a social environment to acquire personal, social values and behaviour contributing to good character and good citizenship.

The role that sport and recreation plays in addressing social issues such as crime, unemployment and generally the building of human and social capital, needs greater emphasis. Sport and recreation should therefore cut across all developmental programmes, and be accessible and affordable for all South Africans, including those in rural areas, persons with disabilities, women and girls (RDP, 1994). The South African Democratic Teacher Union (SADTU) in their presentation at the Western Cape School Sports Indaba (2005), as a stakeholder with a deep concern for Physical Education and school sport, made clear recommendations regarding the importance of Physical Education and sport as part of the core and the extra-curriculum programme of our schools. These requests, according to SADTU, have been commissioned by or independently forwarded to the political leadership in both sport and in education since 1994. Since then, until today, various barriers and delaying embargoes have frustrated the government's responsibilities to formalize the proper provisions regarding educationally sound programming, which inspires access to and meaningful participation in regular physical activity for all school going citizens of South Africa. Particular attention must be paid to the provision of facilities at schools and in communities where there are large concentrations of unemployed youth. Sport and recreation are an integral and important part of education and youth programmes. In developing such programmes, it should be recognized that sport is played at different levels of competence and that there are different specific needs at different levels (RDP, 1994).

Sport and recreation benefit education in numerous ways, other than the importance of physical education and development for physiological reasons, sport and recreation provide a necessary learning platform for children with regards to a broad range of competencies. Secondly, it was found as pointed out above, that sport and recreation programmes provide the opportunity to act as a platform and basis for other skills training programmes as well as awareness programmes and various cases have been developed in this respect. This discussion will again be resumed when the youth, MOD Programmes and behavioural changes are discussed below.

## 5.5 SOCIAL CAPITAL DEVELOPMENT

Our research has shown that sport and recreation make a substantive contribution to **building social and human capital** and by increasing the **resilience of communities** through **increased community mobilisation and organisation**. Social capital development has improved the psycho-social behaviour of children such as through MOD centres and has improved trust, social relationships, learner's confidence and social collaboration. Meaningful interfaces exist with culture and heritage and in many instances, such as through dancing, drama, indigenous games and visual arts, **recreation is directly linked to cultural heritage** and in some instances, even indigenous knowledge systems.

Sport and recreation are viewed as a key source of social capital and countries with higher levels of associational membership in sport also tended to score high on all other measures of

social capital (SRSA), 2009:21). This Report also notes that social capital refers to the social networks, norms, values and understandings that facilitate cooperation within or among groups. These dimensions are often measured in terms of the intensity of people's social networks; the extent of their participation in clubs, societies and other organisations; their level of trust in others; and their acceptance of shared norms, values and identities. This research has also shown that social cohesion, improved interaction and communication and improved social collaboration are important features of especially sport and recreation related results amongst the youth in the Western Cape.

The literature also notes the importance of leadership and organisation, although limited studies have been done on the role of civil society structures in sport and recreation related to development in the Western Cape. Leadership in sport and recreation may be one of the neglected areas and require further attention in future. Because of the nature of sport and especially its competitive nature, sport leadership is often expected to resolve conflict and to facilitate conflict resolution. Leadership, conflict resolution skills and cooperative governance are therefore essential requirements for effective sport management and organisation. The SRSA Report (2009:21) provides a classic quote in this respect and emphasizes the importance of leadership in all sporting types:

*Regardless of the size of the sports participation and support base, the absence of direction, structure and inspired leadership ultimately leads to failure to realise or enhance the value of sport to society.*

In the literature on **sport and community development** it is clear that sport and development initiatives are prominent players in **the mobilization and organisation of civil society structures** and that such voluntary organisations with shared interests, together with other civil society structures such as church, education and community organisations often form the backbone of community resilience and community initiative. These impacts are difficult to record and measure (also see the discussion on DCAS community events.) Sanders, Phillips and Vanreusel, (2012:3) argue that “...the number of NGO-led initiatives is growing rapidly worldwide and that the emergence of NGO activity is symptomatically of government policies that fail to address societal needs. Furthermore, the authors argue that (NGO) integration with government is a double-edged sword for many NGOs ... while partnerships with the state can help these organisations widen the scope of their work, access funding and become more sustainable, they can also lead to a dependency on government”. It is agreed with the proposals of the authors namely that a partnership policy should be supported to ensure good governance relationship between the state, civil society bodies such as NGOs and other partners. **The case recordings in this Report provides striking evidence of the contributions that NGO partnerships can make.**

According to SRSA (2009:22) sport is often used to increase local community involvement and participation and provides people with skills to develop capacity in their own communities. It



was found that the various **community events that Government supported** in the Western Cape was regarded as valuable by many and allowed social interaction and cohesiveness. Other than events, community cooperation in sport and recreational activities often facilitated intercultural exchanges and understandings. In this respect, the MEC for Cultural Affairs and Sport, Minister Ivan Meyer has on more than one occasion noted the issue of **‘cultural warmth’** and the ability of sport to reach out and foster relationship and improved understanding of different cultural belief systems and values. The goal is to establish or strengthen local sports organisational structures, develop leadership, practise democratic principles and accountability, manage local resources effectively and involve the youth at risk in positive, healthy activities. As also discussed in the section on youth development, sport and recreational provide challenges and adventures, fill vacuums and give meaning and a sense of purpose to people’s lives. Participation in sport and recreation, irrespective of the level at which it occurs, can engender self-respect, esteem, confidence and leadership abilities.

## 5.6 VOLUNTEERISM

About social and human capital development, **volunteerism in sport** is probably the highest number of volunteers active on a regular basis compared to any other type of civil society activity, also compared to health and education. This makes volunteerism in sport a significant feature and specific attention need to be given to this aspect. This especially concerns the empowerment and recognition of volunteers that provide considerable services to sport, often to the detriment of their own participation. This research study found that volunteerism is also a major stepping stone for many young people to gain experience and employment. Trends and tendencies in volunteerism in the Western Cape may in future show important tendencies with regards to the quality of civil society organisation and an increased tendency to appoint professional staff may be emerging as resources allow it. Volunteerism for new entrants often provides the opportunity to gain work experience and develop life skills as well as community involvement. However, many volunteers are also experienced sports people themselves and act as volunteers at the expense of not only their own participation in a sport but often also to the detriment of their families. Volunteers contribute to the organisation and management of sport and recreation based on their passion for sport and recreation and also because they understand the necessity to provide such services for sport and recreation to grow and develop.

The SRSA (2009: 230) Report noted the 2003 ‘Sports Volunteering in England ‘ Study by the Leisure Industries Research Centre where it was found that sports volunteering has an economic value of over 14 billion Pounds a year and that 5.8 million unpaid sport volunteers represented 25% of the total volunteer base in England. The same report noted that:

*Voluntary contribution to sport is of such a scale that when quantified it outstrips all other voluntary activity and dwarfs the amount of paid employment in sport.*

As noted in the economic section, **volunteerism has emerged as a significant issue in the research** for the Case for Sport during this research phase. In most South African sport federations and clubs, volunteers play a significant role in sport development and the management of these organisations, often with limited capacity and resources. Volunteerism has emerged as a major issue in our Survey results, because of the Botswana training of volunteer's initiative, as well as a result of the emphasis placed on volunteerism by participants to the annual Sport and Peace Conference (see Case studies in the next section). It is essential that accurate information on volunteers be developed for the Western Cape and that a proper analysis be done on the nature and profile of this important resource. The level of volunteerism and the quality of people available to do such work may impact directly on the well-being of sport and recreation. The literature notes that other than monetary value, the actual value of volunteers lie in the substantial stakeholder base that it provides for sport initiatives and that in many ways volunteers can be regarded as the backbone of sport and recreation.

## 5.7 SPORT AND RECREATION AND BENEFITS FOR YOUTH DEVELOPMENT

Other than the considerable evidence that sport impacts positively on the youth as discussed thus far, this research also found through more than half the cases recorded in this study that sport and recreation are used as a vehicle by NGOs and Government to reach the youth and used as **a platform to base education and training interventions**. Skills programmes, leadership courses and HIV/Aids awareness programmes have now become prominent on sport and development initiatives. Various educationalists and community development workers as well as youth councillors have during the course of this research noted that a major factor in youth at risk was the risky period between 14h30 and 17h30 in the afternoons when youth were finished at school and only saw their parents again in the early evening and where boredom and idleness set in. Sport and recreation activity during the afternoon periods during the week were regarded as a constructive force to address youth at risk issues.

It is noted that Minister Alan Winde has indicated in November 2013 that a Youth Development Strategy is being developed by the Western Cape Provincial Government and that the MOD Centres will form part of this Strategy (Western Cape Provincial Government, Ministry of Finance, Economic development and Tourism. (2013)).

The case study on MOD centres as well as the sport and development initiatives by various NGOs as recorded in this case study, shows that **sport and physical activity for learners in the afternoons have a drastic impact on the lifestyle of the youth** and that major advantages were evident in offering active and popular after school programmes. **Sport has a direct impact on youth development and considerable efforts by government such as through the MOD Programme and NGOs** (see various case studies) are evident in the Western Cape.

## 5.8 INITIATIVES BY NGOS

Although various case studies in the Western Cape show significant impact (see cases attached) it is clear that some NGOs are making a huge contribution and have illustrated the impact of sport on the youth as discussed below. A short extract from selected cases (see cases attached) is provided below.

The Case (Case 1) of AMANDLA EduFootball shows that by the end of 2008 AMANDLA had completed the building of the Chris Campbell Memorial Field (CCMF), in partnership with the CTC Ten Foundation. The CCMF was the first artificial turf field in Khayelitsha and was built in the middle of an area characterised by some of the worst crime statistics in South Africa. Colonel Piet Bergh, Support Head of the Khayelitsha Police says: ***“The facility has made huge inroads in the proactive addressing of children and their time. The fact that the time is***

*spent in a developmental fashion and in a positive environment also alleviated the problems of criminal activities, especially during the holiday period."*

AMANDLA has become a significant role-player in international networks and projects throughout the *sport for development* sector. National and international partners include the United Nations Office of Sport for Development and Peace (UNOSDP); the International Federation of Association Football (FIFA); the Foreign Office of the Federal Republic of Germany; The streetfootballworld Network; the University of the Western Cape (UWC) and others have been involved. In 2012, AMANDLA won the internationally renowned Beyond Sport Award for the world-wide best project in the category sport for conflict resolution. After a visit to AMANDLA's programmes in 2009, Wilfried Lemke, Special Adviser to the United Nations Secretary-General on Sport for Development and Peace wrote: **"The initiative is an extraordinary example of the application of sport as a tool for development and peace-building efforts."** AMANDLA is currently leading a global campaign that aims to have provided 20,000 vulnerable young people in the world's 10 largest and violence stricken slum areas with access to 10 Safe-Hubs of holistic learning and development through a football based programme model focusing on health, violence prevention, education, and employability.

In the **case of the Virgin Active Project in Lavender Hill**, and although the project is still very young, positive results and benefits have been found. Within the immediate scope of the project, the school's academic performance has increased 5%, achieving an 88% pass rate at the close of 2012. There has also been a 10% decrease in absenteeism and an increase of 25% in extramural activity uptake over the past 12 months.

Economic benefit has included the bursary being awarded to a student who has shown immense talent in dance. The bursary will allow for the learner to attend eta and gain his qualification in Fitness and will be employed within the Virgin Active business in Group Exercise. The acquisition of the gym has lead to a DCAS coach being appointed as the manager of the gym facility and is currently undergoing an apprenticeship at Steenberg Virgin Active. Virgin Active has also donated the school R50 000 toward the enhancements needed for a new School Hall.

Since the inception of Virgin Active's involvement, there has been a decrease in anti-social behaviour of the learners, with many of the learners staying after school to participate in extramural activities and have strayed away from gangsterism and drugs. The gym has given the sports teams of the school renewed confidence on the sports field having resulted in a season's best for their rugby team, having experienced more wins than any other previous year at the school.

In the case of the **Football Association of South Africa** operating in the Gansbaai area, the 2012 case study shows that NGO activities can have major local impacts. Dibanisa Environmental Education programme: to date 195 children have participated. A successful completion rate of 74% for the full programme over 7 weeks. The programme showed a 41.9% knowledge improvement in 2012. In a survey conducted by the Foundation in 2012:

- 78% of parents said that they are aware of the Foundation's programmes.
- 93% of parents said that their child/children experienced positive changes since they started attending Foundation training sessions.
- 96% of parents said that they would be interested to learn more about the work of the Foundation.

Breaking Barriers: for the 2011 and 2012 classes 26 people received their accredited coaching certificates: A successful completion rate of 69%. 84% of the students who completed the course are employed today. A research article by Swart, Bob, Knott and Salie (2011) concluded that:

- The FFSA has achieved positive results with respect to sport and social programmes. It appears to have successfully achieved less tangible, 'softer' legacies such as encouraging youth development, community development and integration, and community pride.
- The FFSA has built a solid foundation in the Gansbaai community as it is recognized as a valuable asset.

HIV/AIDS Programme 2011:

- 74.7% knowledge improvement amongst participants.
- HIV testing sessions 73% acceptance rate (first group).
- HIV testing sessions 100% acceptance rate (second group).

In a survey conducted by the Foundation in 2010:

- 80% of participants' parents believed that their child meets friends from other communities through the Foundation's sports programme.
- 73% believed that their child's English improved through participating in the Foundation's programmes.
- 90% believed that their child enjoys and looks forward to training sessions.

The scale of involvement and the scope of activities of NGOs in sport and development initiatives are considerable in the Western Cape and especially in the Metropole. The reader is referred to the attached case studies. It is clear that a proper assessment needs to be done of the impact of NGOs and CBOs in sport, recreation and development.

## 5.9 THE MOD PROGRAMME

The Report of the HOD, Mr Brent Walters (see DCAS, Annual Report 2011/2012) noted that the **role-out of the MOD Programme enabled the youth to participate in activities after school hours** and that a total of 176 MOD Centres were operational during 2011/2012. Recent figures show that 77,472 learners were registered as enrolments at these centres during that period. The Department supported 110 sport federations and 65 arts and culture federations in 50 public sites and 176 schools.

In terms of MOD Centres our research found that **significant progress was being achieved as recorded in the attached case study** (See Case). The case study has shown that the MOD Centres are a flagship programme of DCAS and of the province, having been endorsed by the Premier and the Western Cape Government, while being selected as a pilot within the National Development Plan – this is merely testament to the good work done through the programme. The programme has provided sport and recreation opportunities to learners and youth in historically disadvantaged schools and communities across the province while ensuring employment and capacity building opportunities for community workers. The programme supports identification, confirmation and development of talent, laying an enabling environment for ‘an active and winning nation’.

The MOD Programme has assisted greatly with the transformation of sport in the Province and country by reversing historical inequities and ensuring that opportunities are provided for the needy and marginalised. Furthermore, the programme has contributed to improved school sport structures, complementing the prioritising of Physical Education in the curriculum and formation of school sport leagues. The programme, especially MOD Focus Centres have assisted with the support and formation of club structures, ensuring community development through the school and club networks.

Beyond the playing field, the programme has contributed to the overall education system, resulting in improved attendance and discipline as well as better academic performance at certain schools. Deviant behaviour appears to have decreased with learners less likely to engage in drug abuse, sex, gangsterism and other social ills. The programme has improved social inclusion and created a safe community space, helping learners to boost their self-esteem, physical health, spiritual, and psychosocial abilities.

The MOD Recreation Centres, an innovative provincial pilot project has been hugely successful. The introduction of music and dance classes has stimulated learners and educators alike and resulted in a number of showpiece performances by the schools. The provision of food packs at selected MOD Centres has ensured that learners do not exercise on an empty stomach while social referral services are provided to ensure that youth with social problems can receive the appropriate support.

While the achievements listed above are impressive, there is a need to generate greater evidence-based research around the impact of the MOD Programme. The programme has been running for less than three years and has undergone many adjustments making it difficult to measure overall impact, but the directorate has conducted a number of assessments. The directorate is currently doing a Health Impact Assessment and an education outcomes assessment through schools visits and interviews with educators and learners. A behaviour change impact assessment has been completed and is reported on below. The pilot project in Lavender Hill with Virgin Active has also become active with corresponding

improved school attendance, academic results and physiological indicators (e.g. blood pressure, body mass index etc.).

In conclusion, it is clear that the MOD Programme has made tremendous progress in ensuring access and opportunity, mass participation, talent identification and skills development since its inception in 2010. The programme has expanded significantly and faces a range of challenges which need to be tackled in order for the programme to move forward and realise the vision of a creative, active and inclusive Western Cape.

The 2013 completed *Behaviour Change and Longitudinal Evaluation Study* of the *Department of Cultural Affairs and Sport (DCAS)* that was conducted during March and June 2013 is regarded as a highly significant report as it contains **valuable results-based on the MOD Programme**. This report by the Information and Knowledge Management Unit of the Directorate of Sport Development at DCAS, showed that that the MOD Programme is achieving its objectives in terms of increased participation in sport and recreation at schools, that a substantive number of MOD participants were talent spotted and were receiving special support and opportunities, and that results show that meaningfully intended behaviour changes at psychological as well as psycho-social levels were evident.

In summary, with reference to the overall performance of the Programme, the 2015 key findings were that:

- The participation rate of MOD Programme participants at all schools that had MOD centres in the Province were 29%. This is the percentage of all registered enrolled participants, against the total of all learners attending these schools.
- Based on the sample, an adequate and large number of participants were talent spotted (almost 50%).
- Gender proportions were adequate. There were 45% girls and 55% boys in the sample.
- The sample showed that 53% of MOD centres were situated at Primary schools, 29% of the MOD Centres were present at High schools and that 18% of MOD Centres were found at community centres and farm schools.
- Soccer, netball and rugby were the most popular followed by athletics, cricket and other sport types. It is clear that soccer and rugby were the most popular with boys and that netball was most popular with girls. Careful consideration needs to be given to the capacity available to offer more than the basic types of sport and to increasing sport types available to girls.
- With reference to talent spotting the research found that 80% of all participants reported that their confidence levels have improved; 90% of the sample indicated that they did indeed gain more sport related skills. 90% of the sample of those that were talent spotted indicated that they feel they have more opportunities after the talent identification process whilst 90% indicated that their personal development has improved.

- With reference to mass participation and psychological and psycho-social behavioural change it is clear from the above that MOD centres play a significant role in the development of learners at the individual level as well as in social context. 76% of the sample indicated that their sporting skills have improved and that 56% indicated that they behave better due to participation in sport. Also for academic purposes, it is significant that 63% of participants reported that their discipline has improved.
- MOD centre activity has also improved social cohesion. This is apparent from the fieldwork results that found that 69% said that they made new friends because of participation in sport and that 61% indicated that they learned to talk freely, thus improved their communication.
- It is of concern that only 43% said that they get along better with the opposite sex as this is proportionally a much lower percentage than other indicators – our finding is that more attention needs to be given to gender relations and activities that may facilitate this.
- The MOD Programme has a substantive impact on important psychological factors such as an improvement in trust, motivation and confidence. The above fieldwork results show relatively high scores for these factors, namely 71% of participants said that they feel they can trust their teammates and 73% said that they feel motivated and inspired. It is also clear that the MOD centres are providing a basis to develop leadership talent and experience.

The ***Behaviour Change and Longitudinal Evaluation Study Report Report*** confirmed that the MOD Programme was largely on track and that this research investigation found that **talent development** was taking place and that **substantive behavioural changes** were present. Our research has shown that the above sport and development programmes are increasingly focusing on **measuring actual behavioural changes** because of sport and development initiatives. During the first half of 2013, a behaviour study was done by DCAS on MOD Centre participants and specialized studies and monitoring systems were also established for NGO's such as Amandla EduFootball in Khayletsha (see attached case studies for both these examples). The literature shows that various criteria have been identified in this area and that research is increasingly developing methodologies and specific indicators to assess behavioural change. See for example "Advancing the evidence base of sport for development: A new Open –access, peer-reviewed Journal. Also see Tybur (2013) and the Chapter by Biddle in Van den Auweele, Malcolm and Meulders (2006).



### 5.10 MOD CENTRES 2017:

The 2017 MOD Centre case study shows exciting developments in terms of the expansion of the programme.

The Case Study on MOD Centres by DCAS (See Public, Sector Case Study 2 in Section of this Report) provides a thorough perspective on this important Programme. The case notes that the Mass participation, Opportunity and access, Development and growth (MOD) Programme provides a perspective on one of the South African Government's most successful large scale sport and development programmes amongst the youth to date. The initiative has shown that Government is able to simultaneously enable mass participation in sport and accomplish high performance activities such as talent identification.

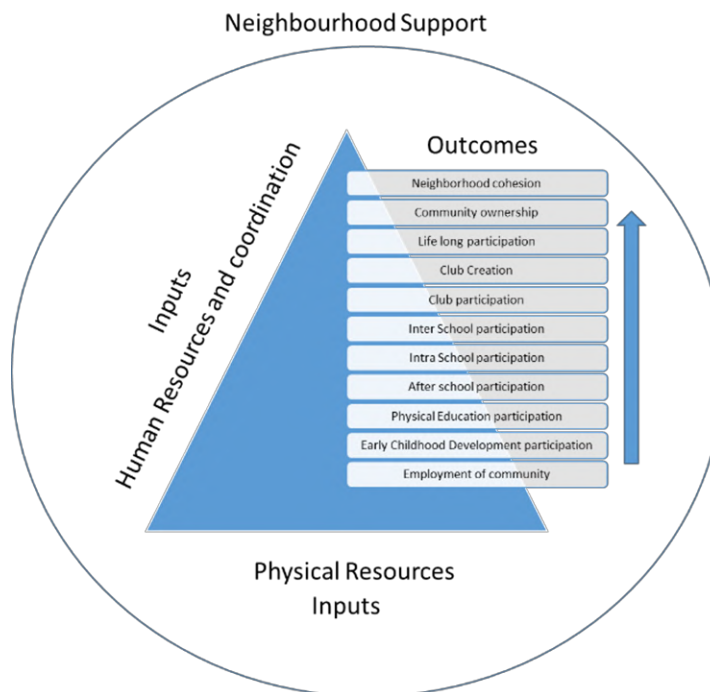
In South Africa the recently released Sport and Recreation Plan as well as various other policies have acknowledged the important role of sport and recreation in youth development programmes. **One of the best examples in South Africa although not yet well recorded, has been the MOD Programme at schools, farms and community centres in the Western Cape where mass participation and talent identification are encouraged.** Following the last two years of implementation in the Western Cape, one of the key challenges in the facilitation and management of MOD Centres has been the recording of lessons of experience and the assessment of performance.

The case study on MOD Centres (DCAS 2017) shows that the Mass participation, Opportunity and access, Development and growth (MOD) Programme as an integral part of a sport development strategy for the Western Cape.

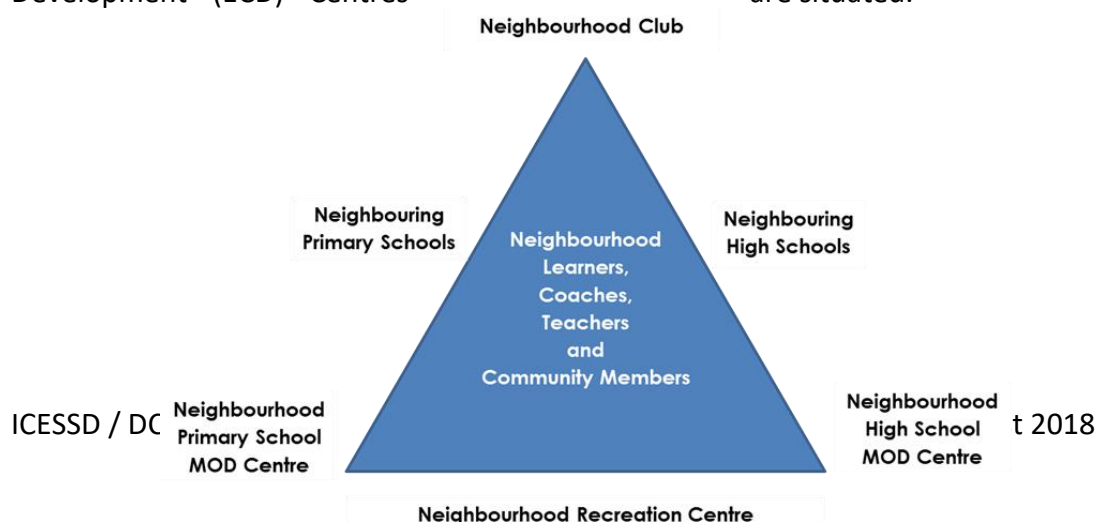
The MOD Programme has expanded significantly since being introduced in 2010 and there is currently a total of 181 MOD Centres and 134 neighbouring schools across the province, located in all eight Western Cape Education districts. There are over 850 staff members working in the programme (including coaching and administrative Staff) with a vision to expand to more schools and communities and employ more people (DCAS, 2017).

The MOD and Neighbouring School programme aims to act as the catalyst for assisting with neighbourhood development and cohesion. It will collaborate with all the relevant parties within the neighbourhood and assist with the provision of human and physical resources to complement what is currently being done and fill the gaps that are present within neighbourhoods. The programme will utilise physical education, physical activity and recreation, sport, arts and culture to promote stronger bonds between people, as well as solidarity, mutual respect and understanding; and respect for the integrity and dignity of every human being.

The programme incorporates all aspects of the long-term athlete and coach development plan. Thus, the programme incorporates the relevant members of the community in its initiatives. By doing this, the programme attempts to unite the neighbourhood by working towards a common goal and thereby improving neighbourhood cohesion. See diagram below.



In these neighbourhood-based activities and competitions, schools and clubs in the same neighbourhood participate with, and compete against each other. Furthermore, the one neighbourhood-based Primary School MOD Centre, with its neighbouring High School MOD Centre forms the nucleus around which the other neighbouring schools and Early Childhood Development (ECD) Centres are situated.



The relevant support needed, will come in the form of Human Resources, e.g. Coaches, Infrastructure, Equipment, Attire, as well as Monitoring and Evaluation mechanisms.

The fundamental areas that the programme looks to directly support are:

- Employment within the community;
- Education, Training and Development of the implementers;
- Early Childhood Development;
- Physical Education during school hours;
- The Mass participation; Opportunity and access; Development and growth (MOD) Programme;
- School Sport; and
- Club Creation and/or Club Support.

The explicit curriculum includes relevant modified sport activities, including the provision of basic movement and motor skills for younger learners to encourage mass participation as well as sport code specific activities to promote excellence and talent identification. Sport code specialisation occurs when the learners affiliated with the programme move on to next level activities such as high-performance training camps, leagues and competitions. The implicit curriculum preaches values such as social inclusion, cultural warmth and patriotism in keeping with the DCAS vision of a creative, active and inclusive Western Cape!

The extended curriculum includes additional activities such as dance, singing, libraries, homework classes, health awareness messaging and any priority areas identified. This will be provided by other departments and stakeholders to ensure that the programme contributes to a range of developmental objectives, such as health, education, safety and nation building.

The Programme has registered significant outcomes since its inception in 2010. 181 MOD centres and 134 neighbouring schools have been established or supported in underprivileged

communities and over 80,000 youth have enjoyed sport and recreation activities. Over 850 community workers are employed as coaches and coordinators, not only receiving an income but being capacitated through skills development and training programmes. The programme has contributed to talent identification and transformation by ensuring youth from disadvantaged communities are given every chance to represent their region, province and country. The programme has contributed to 179 learners from the programme representing the province at the 2016 South African National Schools Championship (DCAS, 2017). There are currently a total of 73,470 learners registered in The MOD Programme and a further 8,708 registered within neighbouring schools.

It is clear that the MOD Centres are a flagship programme of DCAS and of the province, having been endorsed by the Premier and the Western Cape Government, while being selected as a pilot within the National Development Plan – this is merely testament to the good work done through the programme. The programme has provided sport and recreation opportunities to learners and youth in historically disadvantaged schools and communities across the province while ensuring employment and capacity building opportunities for community workers. The programme supports identification, confirmation and development of talent, laying an enabling environment for ‘an active and winning nation’ (DCAS, 2017).

The Programme has assisted greatly with the transformation of sport in the province and country by reversing historical inequities and ensuring that opportunities are provided for the needy and marginalised. Furthermore, the programme has contributed to improved school sport structures, complementing the prioritising of Physical Education in the curriculum and formation of school sport leagues. The programme, especially the neighbourhood approach has assisted with the support and formation of club structures, ensuring community development through the school and club networks.

While the achievements listed above are impressive, there is a need to generate greater evidence-based research around the impact of the programme. The programme has been running since 2010 and has undergone many adjustments making it difficult to measure overall impact, but the directorate has conducted a number of internal assessments and has undergone numerous external assessments (DCAS, 2017). It is clear that the programme has made tremendous progress in ensuring access and opportunity, mass participation, talent identification and skills development since its inception in 2010. The programme has expanded significantly and faces a range of challenges which need to be tackled in order for the programme to move forward and realise the vision of a creative, active and inclusive Western Cape (DCAS, 2017).

Interim evaluations have already shown that the MOD Programme of DCAS in conjunction with other Departments is regarded as highly significant. Although challenges have occurred, and problem areas are still being experienced and addressed, this Programme shows that provincial governments are able to facilitate mass sport and recreation activities at schools,

community centres and in farming communities with positive results. **The positive results of MOD schools included significant massification of sport amongst the youth in the critical afternoon period, increased talent spotting and talent management and nurturing such as at SHARP Centres and at special schools or facilities, such as at the Western Cape Sport School. Results also show positive behaviour changes such as increased school attendance, discipline and even academic performance.**

Our research show that the functionality of MOD centres varies, that the quality of coaches and the support from teachers are key requirements and that fewer, basic sport types but also recreational types need to be offered rather than too many as this has implications for coaching and management requirements and that the MOD Programme should be allowed to progress incrementally. A need exists for the standardization of training qualifications of coaches and other staff. Increased partnerships with capable NGOs are needed to ensure sustainability, also based on different funding models. MOD Centre evaluations need to be more transparent in terms of procurement of service providers for evaluations as well as sharing evaluation results. Various lessons of experience exist that may be fruitfully applied in other provinces and regions. The interested reader is referred to the detailed case study in Part B of this Report.

## 5.11 CULTURE AND HERITAGE

The research undertaken in this study showed that **various powerful interfaces exist between sport and recreation and culture and heritage**. In many instances, such as with music and dance, cultural identity is directly linked. At a sport awards function at the Bellville Velodrome in May 2013, MEC Ivan Meyer, the Minister for Sport, made a striking speech about cultural warmth and cited instances where parents transported children from other cultural groups and where cultural warmth was extended, through sport activities between cultural groups. In this sense, sport and recreation provided a vehicle where people of different cultural background and identities meet and exchange ideas, knowledge about sport but also physically engage with each other and that improved relationships and understandings resulted from such interaction.

Issue of cultural identity and the significance of heritage is prominent in sport. Our various case studies have shown that culture and heritage feature strongly in some sport types, such as in indigenous games, and that other sporting types, such as fancy and racing pigeons, even use indigenous knowledge systems to enhance performance (see attached case study). With reference to the discussion on the importance and magnitude of recreation specifically, many cultural activities, such as drama and music are also forms of recreation.

A striking example of the role of sport in cultural heritage is for example the significant role that sport played on Robben Island. Dr. Ivan Meyer (UWC, 2012:3) noted in this respect that

“The Robben Island sport records reveal that sport was successful even in that potentially hostile environment because it was taken seriously. This can be seen in the following: 1) It was organised around structures such as clubs, federations and leagues, 2) each of these structures had a constitution which defined the purpose of the institution 3) an effective administrative system was put in place, 4) record keeping was meticulous ... and 5) leaders were held accountable. What is remarkable is that the prisoners managed to achieve this within the context of the hard and often brutal conditions that they found themselves in, and in the absence of the infrastructure and resources that were so freely available to present sporting organisations”. The interested reader is referred to the Digitisation of Robben Island’s Sport Legacy Project (UWC, 2012).

## 5.12 SPORT, RECREATION AND COMMUNITY SAFETY

**Sport and recreation are in many ways affecting community safety directly by positively engaging with youth at risk, improving resilience and by direct contributions, such as teaching children water safety, road safety, self-protection and first aid. Our research has shown that the ‘safe spaces’ concept has become important and that sport has played and is playing a very important role in conflict resolution, nation building and civilian peacekeeping.** Several cases have been recorded in this respect. The findings of the research on **community safety** has been a revelation as more interfaces and direct sport contributions to community safety exist than what was initially anticipated.

The issue of violence and crime and the advantages of sport and recreation in addressing these issues but more importantly addressing the underlying causes inherent in violent communities have become mainstream in the sport and development debate. In our own experience, some of the NGOs involved in local areas, such as Amandla EduFootball in the case of Khayelitsha, has shown that well managed sport programmes can significantly address crime and violence.

This not only concerns the involvement of people in physical activity or as spectators that are prone to such activity, but sport and recreation can and does address specific ethical and value based issues, such as the principles of fair play and personal discipline related to emotional intelligence. Increasingly the **safety of children whether directly or indirectly involved or impacted by sport activity** is also enjoying increasing emphasis. **Sport and recreation provide idle people with a healthy alternative to crime, violence and anti-social behaviour.** Various international studies have been done to confirm this relationship (see SRSA, 2009:26). In a specific study undertaken by the University of Johannesburg (Burnett and Hollander) it was found that Police Station commanders attributed a decrease in crime statistics and petty crimes to the Sport and Recreation Mass Participation Programme where most participants (53%) reported a decrease in soft-fabric crimes (SRSA, 2009:26).

This research investigation found strong evidence through the development of cases and stories that many youths have avoided drug abuse and gangsterism through sport and in some

instances moved away from such behaviour because of an interest in sport and recreation. Specific dimensions of community safety that drew the attention included the following:

- A major dimension of community safety in sport and recreation **is the safe practise of sport and recreation**. This concerns both the safety in the environment as well as the safety of the sport being practised. Organised and structured sport improves community safety as many types of activity can be regarded as risky behaviour and as potentially dangerous for especially children if not practised in regulated environments. Various sporting codes make a great contribution in this respect, such as the Bok-Safe initiative of SA Rugby and the 'Fair-play' approach used by NGOs in soccer play (see for example the attached case study by Amandla).
- Community safety regarding **spectators and spectator safety at events** is an issue that has received much attention by Government and specific legislation has been promulgated and specific strategies have been developed through the events strategies. Concerns still exist for spectator safety in less regulated environments, such as soccer or rugby spectator behaviour at club level, also in rural environments, and spectators becoming involved in on the field or off the field incidences.
- **'Safe spaces' for children in sport and recreation environments** have become a very important issue. This emphasis has been partially achieved by the Act on Child rights, but much more can be done to ensure such safety for athletes as much as children attending sport and recreational activities. Respondents to our research in some instances noted that guidelines for federations and clubs may be beneficial. Requirements and qualifications for coaches and trainers need to increasingly focus and cater for this aspect;
- **'Safe spaces' for children outside of sport and recreation environments**. A 'safe spaces' issue that has also arisen concerns children that are not attending sport and recreational activities but that are in fact vulnerable in unsafe environments because adults or parents are absent due for example to work or sporting activities. An emphasis has thus been placed on adequate arrangements for such children to address vulnerability and to minimize such risks. In many instances specific arrangements are being made, such as in the case of Virgin Active where specific spaces are created for this purpose and where qualified staff supervises activities.
- **Sport contributions to community safety through specific types of sport practise**. Specific sport codes make a special effort to train and orientate children and the public with regards to community safety aspects. Although further examples exist, the following specific instances are identified:
- Swimming and special classes for this purpose **improves water safety**. In the case of the *Elgin Learning Foundation*, a development NGO outside of Grabouw, more than 10, 000

children have been trained to swim over an eight-year period. This is a remarkable achievement against the background of previous high recording of drowning in the area due to the danger of dams on farms. Various other organisations address water safety, also on floating crafts.

- Cycling as a sport has made a particular effort to **improve traffic safety** and specific training has been done with children, also to understand the rights and obligations of cyclists but also other road users;
- Various sport types have compulsory **first aid courses** for coaches and other participants or support staff. First aid training through sport increases the critical mass of community members that can practise first aid in all environments.
- Karate, Judo and other types of contact sport equip participants with the **ability and skills to protect themselves and others**. These sport types and others also teach children and participants self control, discipline and emotional intelligence.
- Sport and recreation activities provide the ideal platform to offer **education and awareness type interventions** due to the popularity of these sports. Various youth at risk programmes improve community safety and address specific issues, such as HIV/Aids prevention and awareness.
- The increased mobilisation and organisation of civil society through sport and recreation represents a higher level of **society consciousness, values and society-centeredness** that translates into **increased resilience against anti-social behaviour** such as violence, crime, drugs and gangsterism. Numerous of our case studies and stories (attached) show that positive peer-pressure and constructive, active lifestyles offer valuable and real alternatives to youth at risk behaviour.
- Sport and recreation has made a huge contribution to **nation-building, and peace building** in this country and in the Western Cape. Meaningful efforts are still very prevalent in the use of sport for **purposes of reconciliation, conflict resolution and civilian peacekeeping**. In the Western Cape between 30 and 35 NGOs exist that are part of the *Western Cape Network for Peace and Development*, a group of NGOs that coordinate their efforts in this field. Academics and practitioners in the Western Cape also make their services and experiences available to other countries in this respect;

It needs to be pointed out that the mere fact that participants and spectators that are involved with sport and find themselves in structured environments and occupied with sport activity improves community safety.

It was found that in the case of the Amandla EduFootball activities in Khayelitsha, that crime in the immediate vicinity of the organized soccer activity on a Friday evening was reduced significantly. In 2008 AMANDLA EduFootball completed the building of the Chris Campbell Memorial Field (CCMF), a first-class artificial turf facility. The facility was built in Site B, a part of Khayelitsha with one of the highest crime rates. Through the facility AMANDLA reaches



more than 1500 children and young adults on a weekly basis. Through its Safe-Hub Model, AMANDLA emphasizes the importance of crime/violence prevention and intervention.

On-going surveys and focus groups with community members show that there is a perceived drop in violence/crime in the immediate surroundings of the Safe-Hub. This qualitative feedback is supported by the official statistics of the South African Police Service based in Khayelitsha which indicate a 28.56% drop in incidents in the category 'Robbery with aggravating circumstances', a 37.07% drop in incidents in the category 'Murders' and a 25.49% drop in incidents in the category 'Common assault' in the direct catchment area of AMANDLA's Safe-Hub between 2005 and 2011. In total the crime rates have dropped by a significant 18, 95% since establishing the CCMF.

Amandla has made a specific attempt to address crime and has targeted Friday evenings as a specific timeslot for this purpose as this is the time of week when most crime takes place (see Amandla EduFootball case study attached).

### 5.13 ENVIRONMENTAL CONSIDERATIONS

Sport, recreation and leisure have by large, **a positive impact on environmental issues** and in the Western Cape several types of recreation and sport are directly linked to nature, climate and the environment. Specific sport and recreation types such as walking trails, mountain biking and beach activities contribute to environmental awareness. Some activities such as unauthorised biking, off-road motoring and illegal hunting damages the environment if not properly regulated. Most sport and recreation activities make an economic and social contribution to conservation and the environment. These activities in fact support the sustainable development and financial viability of nature reserves, public and private as well as farming activities that are pro environment, and contribute to the environmental sustainability also by ensuring financial viability of conservation efforts.

## CHAPTER 6: CONCLUSIONS AND RECOMMENDATIONS

Phase Two of the **Case for Sport multi-year Research Programme** (2015-2017) showed that the impact of sport and development impacts have continued to increase, and specific trends and tendencies are apparent. These trends include **increased massification** as well as **improved specialisation** in various sport and related fields. This period has however also saw slower **economic growth** and troubled financial prospects nationally, including cuts in sport and recreation budgets from public sector funds. On the positive side, sport and recreation in the Western Cape has continued to show huge benefits in terms of **socio-economic initiatives and impacts**. Some of the significant developments include the **significant increase in MOD centre participation, the performance of sport federations in development and transformation** as well as the **significance of various strategic initiatives**, as reflected in the portfolio of case studies developed for this Report. These cases show that dynamic organisations are active with innovative programmes that in many instances reflect state of the art international examples and benchmarking business cases of how sport and development programmes can be conceived and managed. The relationship between government, federations, the universities, funders and NGOs have also been dynamic, with many lessons to be learnt, especially with respect to the Tri-lateral annual agreements between DCAS, District Sport Councils and some 124 Sport federations in the Western Cape.

The case studies also show increasing international links and the impact of the global sport community on South African Sport in many ways. Other than high performance sport, international organisations have also become active such as in the training field, e.g the IOC and TAFISA have increasingly become involved in the Western Cape with especially training, whilst at other levels, some sport types find international sport governance challenging, also due to geographic marginalisation (see the case study on amateur wrestling). Also of significance internationally has been the South African leadership position with respect to Sport and Peace (see the cases of the Foundation for Sport, Development and Peace), as well as the Quality Physical Education (QPE) Project of UNESCO where South Africa has been included as one of six pilot countries to review policy in PE and SS.

Overall, sport federations have shown a significant effort in sport and development efforts and much success with both development programmes as well as capacity building. Civil society have become increasingly active in the sport and development field and cases by Amandla EduFootball, Grassroots Soccer, Dreamfield and the Foundation for Sport, Development and Peace have shown a maturity in implementation of programmes and that significant innovations and sustainable programmes are being managed by NGOs with good relationships with Government and funders. The governance of sport in the Western Cape has also improved and various factors, such as the effectiveness of some sport councils, the significance of the tri-

lateral discussions and many other engagements have shown that the institutional arrangements in the Western Cape shows that some very special approaches are being followed. The Western Cape Sports Confederation has done very well at promoting the interests of federations.

This study responds to a growing demand in the Province for good monitoring and evaluation information, including base line statistics to ensure evidence-based decision-making. During May 2012, the Department of Cultural Affairs and Sport (DCAS) in the Western Cape, in partnership with the Interdisciplinary Centre for Sport Science and Development (ICESSD) at the University of the Western Cape (UWC) initiated such a research project and embarked on a research exercise to develop a case for sport and recreation in the Western Cape. The Phase One period (2012 to 2014) culminated in the publication of the Case for Sport Report in January 2015.

Following the 1<sup>st</sup> Phase of the Case for Sport Research programme (2012 to 2014), the research culminated in the publication of the Report: The Case for Sport: Benefits and impacts of Sport and Recreation in the Western Cape in January 2015. Subsequently, the **2<sup>nd</sup> Phase of the Research programme (2015-2017)** consisted of research and survey results for 2015, 2016 and 2017. The research analysis, management of commissioned cases as well as the report writing for the second publication was completed in November and December 2017. The key information categories for the study included participation and sport demography, governance and institutional information, economic and financial information, information on social benefits and environmental and infrastructure issues.

The research has shown that **major opportunities exist to position sport and recreation as a sector with a comparative advantage in increasing economic growth and tourism as well as related employment and social development in a Province that is extremely well positioned to do so as a leading destination and due to the natural resource-based economy.** Various cross-sectoral linkages exist, also in other industries, such as hospitality and the cost competitive advantages that these sub-sectors have to offer. However, **information agencies are not geared to assess, measure and record relevant information** resulting in **a lack of evidence-based decision making on policy priorities and resource and budgetary allocations.** It is hoped that the findings of this study and the provisional baseline provided by this study, will provide the basis for Government to prioritize sport and recreation as a priority sector.

The core findings of the Research on the Case for Sport in the Western Cape were that:

- Compared to the previous Case for Sport statistics, namely the 2012/ 2013 Survey, the 2016/ 2017 statistics show a significant increase **of 21.5% for the same sport categories recorded previously**, and **an increase of 51.8%** when the new categories of registered sport participants (registered gym members) are also added (an additional 30%). This means that whereas the number of registered sport participants in the 2012/ 2013

Survey was **326, 925**, the number of registered sport participants of the same sport codes for the 2016/ 2017 year was **416,468**. This amounts to an increase of **89,543 participants** more, namely a 21.5% increase in registered sport participants. However, when the new category of registered gym members is added as this information was not available previously, then the total number of registered sport participants increase from **326, 925** registered participants in 2012/2013 to **678,068** in 2016/2017, namely an increase of **351,143 participants**, namely a 51,8% increase.

- The research results of this study showed that strong evidence exists that sport and recreation make **a substantive and significant contribution to the socio-economic development of the Province** in real terms. As a matter of fact, the research showed that the benefits of sport for socio-economic development are largely underestimated and that sport and recreation should be viewed as an important economic contributor and employment creator. The various case studies shows the depth of such experiences.
- In terms of **economic contribution, GDP and employment**, and using 2% and the most appropriate economic multipliers, the BER found that **sport contributed in excess of R8.8 billion to the Western Cape GDP during 2012; It is probable that the impact of sport and related activities on regions such as the Western Cape, Gauteng and Kwazulu-Natal might be significantly larger in percentage terms than the assumed national average; and sport supported in excess of 60 000 jobs in the Western Cape spread across all sectors**. The current research was based on a high level assessment only and more in depth research is required to reach a definitive contribution.
- Sport and recreation in the Province are closely linked with sport and cultural events and the environment acts as pull-factor for tourism and the hospitality industry. The Province has a competitive edge in offering mega and large sport and recreation events as a destination and the further implementation of the Provincial Events Strategy is seen as a priority. Cultural and community based sport and recreation events are seen as an important priority in the context of the weak and vulnerable and the socio-economic conditions that our communities find themselves in.
- Our study has shown that **various sporting types hold significant potential** for future growth, social development and that a need exists to do a more detailed analysis of the various economic systems that are involved. Other than the large and popular spectator sport types such as rugby, cricket and soccer it was found that a critical mass of minority sport types hold substantive economic power and potential and warrant further attention. Sport and recreation types such as the motor sport, golf, deep sea fishing and racing pigeons are of significant financial value and it was found that emerging types of sport and recreation such as online computer gaming, social networking and music and culture festivals are growing fast and enjoy massive support.

- It was found that **the recreation field is huge and much underestimated**. A need exists for improved organisation and a better understanding of the meaning and scope of a variety of important recreation types. When the extended definition of sport, recreation and leisure is used, then this sector, although not defined as such by conventional economists and economic strategies, has been the fastest growing sector in the Province in the last number of years. A need exists to explore the full value-chain of sport, recreation and leisure as the need exists for a more integrated and focused approach.
- Sport and recreation has a major impact on **social development** and impacts positively on **health, education, human and social capital, and especially the youth**. In a local research study by UCT researchers it has now been proven that increased activity improves health and reduces health costs. The research has shown that sport and recreation acts as a significant vehicle for skills training and education and various NGOs and that MOD Centres are making a significant difference in this respect.
- The Case for Sport study found that sport and recreation have **a major impact on the youth** and that considerable efforts are aimed at massification, talent management and the development of the youth. Of particular significance is the effort by a large number of NGOs as well as the relative success of the MOD Programme. The Report showed that that the MOD Programme is achieving its objectives in terms of increased participation in sport and recreation at schools, that a substantive number of MOD participants were talent spotted and were receiving special support and opportunities, and that results show that meaningfully intended behaviour changes at psychological as well as psycho-social levels were evident.
- A major finding of the study has been that **participation rates of learners in physical activity** at school in sport and recreation in the Province was the worst in the country in 2008. According to the Medical Research Council, youth at risk in the intermediary and high risk category totalled 36% of the province's youth. Especially the poor rate of participation by women (66% not active) requires urgent attention. Our research shows that Government efforts in this respect through the MOD centres, community events and by targeting specific sport types, such as netball, have been successful but that a major emphasis needs to be placed on efforts to encourage the youth to be more active and to increase participation in sport and recreation in the next period.
- Our research has shown that sport and recreation make a substantive contribution to **building social and human capital** and by increasing the **resilience of communities** through **increased community mobilisation and organisation**. Social capital development has improved the psycho-social behaviour of children such as through MOD centres and have improved trust, social relationships, learners' confidence and

social collaboration. Meaningful interfaces exist with culture and heritage and in many instances, such as through dancing, drama and visual arts, **recreation is directly linked to cultural heritage** and in some instances, even indigenous knowledge systems.

- The findings of the research on **community safety** has been a revelation as more interfaces and direct sport contributions to community safety exist than initially anticipated. Sport and recreation are in many ways affecting community safety directly by positively engaging with youth at risk, improving resilience and by direct contributions, such as teaching children water safety, road safety, self-protection and first aid. Our research has shown that the 'safe spaces' concept has become important and that sport and recreation have played and is playing a very important role in conflict resolution, nation building and civilian peacekeeping. Several cases have been recorded in this respect.
- The sport and recreation industry in the Western Cape occupies and uses **significant amounts of land and facilities** in the Province. These facilities, in public and private hands, provide an economic base for productive activity, serve as social and safe spaces and act as environmental and nature-based zones, in urban and rural environments. It has been recommended that a proper land and facilities audit concerning land use be done and that the complementarities with the health, education, tourism and community safety sectors be explored. Sport and recreation occupy significant land, facilities and other assets that should be seen as important contributors and infrastructure for socio-economic development.
- Sport, recreation and leisure have by large, **a positive impact on environmental issues** and in the Western Cape several types of recreation and sport are directly linked to nature, climate and the environment. Specific sport and recreation types such as walking trails, mountain biking and beach activities contribute to environmental awareness. Some activities such as unauthorised biking, off-road motoring and illegal hunting damages the environment if not properly regulated. Most sport and recreation activities make an economic and social contribution to conservation and the environment. These activities in fact support the sustainable development and financial viability of nature reserves, public and private as well as farming activities that are pro environment, and contribute to the environmental sustainability also by ensuring financial viability of conservation efforts.

Specific findings were made regarding cross-cutting issues. The combined effect of a number of minority sport and recreation types may far exceed the popular sport types with regards to economic worth and social development impact. Some sport types are particularly suited for the particular development contributions that they make. Much can be done to exploit the competitive and comparative advantages that these sport types have to offer in the Western Cape.

Although a vast amount of qualitative evidence exists that sport and recreation have a major impact on development, **an urgent need exists for a systematic approach to record and interpret quantitative and statistical information on the socio-economic benefits of sport and recreation.** Present national statistics do not capture information on this basis. In similar terms substantive employment is evident in sport, recreation and leisure but formal statistics do not reflect this reality. Furthermore, very few economic studies have been undertaken, other than the impacts of major events, of the micro economic dynamics of the various sport types, including upward and downward economic linkages and interfaces with the 'formal' and 'informal economy'. Recreation contains significant informal economic potential but is not recognized as such. It was found that the development of results-based monitoring and evaluation systems are also weak. Specific recommendations have been made in this regard.

The study showed that other than sport for the sake of sport, that sport and recreation have made a meaningful contribution to economic growth, that sport and recreation are responsible for employment, for international and domestic financial investment and that sport and recreation have been responsible for the flow of goods and services related to the sport industry. In a social sense, it is clear that sport and recreation contribute to good health, that sport is often the vehicle for training and education and that sport and recreation enhance community safety. Sport and recreation also improve social capital by improving trust, social relationships and social collaboration and that sport and recreation contributes to increased levels of community mobilisation and organisation.

Our research has shown that significant contributions are made not only by the big sport disciplines such as soccer, rugby and cricket, but that minority sport types make surprisingly huge contributions to the economy and the financial base of the province. Furthermore, if the definition for sport is broadened to include recreation, then the actual impact of sport and recreation is largely unknown and vastly underestimated. In this sense, sport also provides a form of recreation to spectators and makes a significant contribution to the well-being of people as a past-time and a form of relaxation.

The limitations in the research are identified not only as lessons of experience for other research studies on this topic elsewhere, but also as important pointers to those risks that should be mitigated in the next phase of this research. Some of the important limitations of the research included that:

- Although the return of Survey Questionnaires has been improving, the non-participation by some of the larger federations such as rugby and football as well as cricket have had a negative impact of the research. The total number of participants excluded from our analysis because of this factor is still a significant factor and does not yet allow a full analysis of the data (see the discussion above on the Survey Questionnaire).
- A second limitation has been that many federations submit incomplete information that does not allow further analysis and research;

- A general lack of adequate statistics exists for research purposes. National federations, SRSA and SASCOC did not provide reliable data during the last three years on the demographic profile of the South African sporting community. The lack of information and statistics on sport and recreation impacts negatively on the sport and development research and evaluation efforts at Provincial level.
- StatsSA does not yet provide an adequate focus on sport and recreation as an economic and social sector. Adequate economic, financial, social and demographic information on sport and recreation is not yet available.
- The lack of adequate research funding for the Case for Sport has meant that more specialised research work, where other research organisations had to be sub-contracted, was not possible. This especially affected two areas namely 1) an update of the GDP contribution to sport in the Province and provincial employment could not be done, and 2) micro-economic analysis of the development impact of the 16 priority codes could not be undertaken.
- Although some scientific studies are available on the micro effects of increased activity and participation of sport and recreation on health, macro scale health benefits as a result of increased activity is not yet available.

It is important that the above research limitations be addressed in the next phase of the research.

#### **Recommendations on research and information management**

- It is recommended that Government facilitate the development of a **strategic provincial research and policy agenda on sport and recreation**, also to stimulate funding and coordinated multi-year research programmes. It is recommended that 'The Case for Sport' research be prioritized by government and that DCAS identify specific priorities for the attention of research, strategic planning and M&E;
- It is recommended that 'The Case for Sport' research be further developed and that **specific studies be commissioned to focus in on priority areas**. It is welcomed that the annual Sport Federation Survey has become institutionalised by the Department and that baseline statistics are updated annually.
- It is recommended that discussions continue with SRSA to ensure that a Service Agreement be entered into with Statistics South Africa to ensure that **important baseline information is available** (see information categories listed);
- It is recommended that a **typology for recreation be developed** and that a specific study be undertaken on the different types of recreation in the Western Cape, their participation rates, as well as the scope of these activities.

This study has allowed the Province to gain a much better understanding of the impact that sport has on especially the socio-economic dimensions of society at large. The research has repeatedly shown that the impact of sport and recreation is much underestimated and seldom approached as an economic base or as a central vehicle in terms of social development. Perhaps due to the popularity of the competitive nature of sport, governments



have thus far largely focused on the regularity aspects of sport rather than on sport as an economic and social sector in its own right. Sport and recreation as well as leisure, if properly supported and managed, have a huge potential to improve the standard of living of our people and relates directly to physical and mental wellbeing as well as high development priorities such as employment and job creation. It is clear from our research that sport and recreation have a major role to play in the socio-economic development of our people. It is appropriate to end this Report with the following statement by Prof Marion Keim Lees from the UWC Case study:

*Both sport and recreation are important legs reflected in National Plan of Sport and Recreation for an active and winning nation. The active community development component ensuring involvement would add a third dimension in form of an active, winning and caring nation.*

It is also clear that much more can be done by National and Provincial Government to recognize these trends and to take evidence-based policy decisions as a basis for informed planning, implementation and resource allocation. An equal responsibility exists for civil society through sporting federations and NGOs, to record and establish monitoring and evaluation systems and for the research community to respond to priority issues on the policy research agenda.

## 7. REFERENCES

ATKEARNY (2011). "The Sports Market".

BMI Sport Info (2006). A case for sport in the southern Africa Development Community (SADC) 2007, unpublished document.

BMI Sport info. (No date!) SRSA Report. A Summary of the contribution of Sport to South African Society. Pretoria. Unpublished document.

Bob, U and Swart, K. 2010. Sport Events and social legacies. *Alternation*. Vol. 17, number 2. Pp. 1023 – 1757.

Bohlman, H.R. and van Heerden, J.H. The impacting a major sport event on the South African economy. Department of Economics. Working Paper series. University of Pretoria. November 2005.

Bohlmann, H.R. and van heerden, J.H. 2005. The impact of hosting a major sport event on the South African economy. University of Pretoria. Department of Economics Working Paper series. UP. Pretoria.

Bosch, O.J.H. 1996. *Monitoring as an integral part of management and policy-making*. Proceedings of Symposium. "Resource Management: Issues, Visions, Practice". Lincoln University, New Zealand, 5-8 July, 1996.

Babbie, E. & Mouton, J. 2001, *The Practice of Social Research*. Cape Town: Oxford University Press.

Bauer, M.W and Gaskell, G.2000. *Qualitative Researching With Text, Image And Sound*. A Practical Handbook. London: Sage Publications.

Boddy, Janet, Cameron Claire, Moss, Peter. 2006. *Care Work: present and future*. Routledge: London.

Brink, Van Der Walt and Van Rensburg (2006:133). *Fundamentals of Nursing Methodology for Health Care Professionals*. Cape Town: Juta.

Brynard, P and Erasmus, K. 1995, *Public management and administration, Case study Workbook*. Van Schaik Publishers: Pretoria.

Brynard, P. and De Coning, C. 2006. "Policy implementation". Chapter 8 in *Improving Public Policy: From Theory to Practice* (Cloete, F., Wissink, H. and De Coning, C. eds.). Van Schaik. Pretoria.

Bureau for Economic Research (BER) 2014. "A High level economic analysis of the economic contribution by sport and related activities to the domestic and Western Cape economy".

Unpublished Research Report prepared by Cobus Venter. BER Stellenbosch University. December 2013/ January 2014.

Carstens, Alison Lee. 2007. "The Experiences of youth-care workers caring for youth at risk". Masters Thesis. Stellenbosch University

Clark, J. 2012. Big Sporting events valued more by emerging economies. Business of Sport. 26 July 2012. [www.moneyweb.co.za](http://www.moneyweb.co.za).

Cloete, F. 2006. "Policy evaluation" in Cloete, F., Wissink, H. and De Coning, C. 2006. *Improving Public Policy: From theory to practice*. Van Schaik, Pretoria. (Chapter 10).

Cloete, F., De Coning, C., Rabie, B and Wissink, H. 2018 ***Improving Public policy, Theory, Practise and review***. Van Schaiks Publishers. Pretoria.

Cloete, F and de Coning, C. 2011. *Improving Public policy, Theory, Practise and review*. Van Schaiks Publishers. Pretoria.

Cloete, F., Rabie, B. and De Coning, C. 2014. *Evaluation Management in South Africa and Africa*. Sun Media. Stellenbosch.

Coalter, F. 2007. *A wider Social role for sport: who's keeping the score?* Routledge: New York.

Creswell, J. W. (2003). *Research Design*. (2<sup>nd</sup> ed.). California: Sage Publications.

Cuskelly, G. Hoye, R. Auld, C. 2006. *Working with volunteers in Sport: theory and practice*. Routledge: New York.

Dalziel, Paul. "The economic and social value of sport and recreation to New Zealand" AERU, Research report 322, Sept 2011

Davids, Ismail, Theron, Francois, Maphunye, Kealeboga J. 2005. *Participatory development in South Africa: a development management perspective*. Van Schaik Publishers: Pretoria.

De Beer, F. & Swanepoel, and H. 1998, *Community development and beyond: issues, structures and procedures*, JL van Schaik. Pretoria.

De Coning, C. 2017. The need for normative power to influence good governance by international sport organisations. June 2017. International Olympic Academy. Olympia Greece.

De Coning, C. and Keim, M. 2014. The African Policy Sport Index Report. ICESD. UWC. Cape Town.

De Coning, C.B. 2006. "The nature and role of public policy" (Chapter 1) in Cloete, F., Wissink, H. and De Coning, C. *Improving Public Policy: From Theory to Practice*. Van Schaik, Pretoria.

De Coning, C.B. and Cloete, F. 2006. "Models for public policy" (Chapter 2) in Cloete, F., Wissink, H. and De Coning, C. *Improving Public Policy: From Theory to Practice*. Van Schaik, Pretoria.

Departments of Basic education and Sport and Recreation. 2013. *Guidelines for the establishment of code committees to support school sport*. 02 July 2013.

Department of Cultural Affairs and Sport (DCAS) *Budget Speech 2013/2014*

Department of Cultural Affairs and Sport (DCAS), Annual Report 2011/2012

Department of Cultural Affairs and Sport (DCAS). Western Cape Provincial Government. 2013. *Impact assessment of the MOD Programme*. 30 April 2013. Information and Knowledge Management Unit, Directorate sport Development. DCAS. Cape Town.

Department of Cultural Affairs and Sport (DCAS). 2010. DCAS Strategic Plan for the fiscal years 2010 – 2015.

Department of Environmental Affairs and Tourism, 2005. Overview of the South African Sports Industry Competitiveness. October 2005.

Draper, C.E., de Villiers, A., Lambert, E., Fourie, J. Hill, J. Dalais, L. Abrahams, Z., and Steyn, N.P. 2010. Healthkick: A Nutrition and physical activity intervention for primary schools in low-income settings. BMC Public Health. Vol. 10. Number 398.

Du Plessis and Venter (2010). "The home team scores! A first assessment of the economic impact of the World Cup 2010" published in Sport und Okonomie, Internationale Sportevents im umbruch? 2010

Edward, S and Skinner, J. (2009). *Qualitative Research in Sport Management*. London. Butterworth-Heinemann.

Estrella, M. 2000, learning from Change: Issues and experiences in participatory monitoring and evaluation, IDRC (International Development Research Centre).

Fitzgerald Patrick, McLennan Anne, Munslow Barry. 1995. *Managing sustainable development in South Africa*. Cape Town: Oxford University Press.

Fourie, J. and Gallego, M.S. 2010. The impact of mega-sport events on tourist arrivals. [www.ekon.sun.ac.za](http://www.ekon.sun.ac.za).

Friedman, S. 1995. Every navigator needs a map: The case for independent policy research in South Africa. Johannesburg: Centre for Policy Studies.

Fuller, C.W., Junge, A., DeCelles, J., Donald, J. Jankelowitz and Dvorak, J. 2010. 'Football for Health' – a football-based health-promotion programme for children in South Africa: A Parallel cohort study. Grassroots Soccer Inc. Cape Town.

Gauteng Department of Sport, Arts, Culture and recreation (SACR). 2007. Gauteng Provincial Government Sport development Policy framework, Gauteng Provincial Government. Johannesburg.

Grant Thornton 2007 , 2010 Soccer World Cup Economic Impact Study.

Graziano, A, M and Raulin, M, L. (2007). *Research Methods: A process of Inquiry*. US. Pearson Education.

Grant Thornton. Big sporting events key to attracting investment, say emerging economies. [www.gt.co.za](http://www.gt.co.za).

Hoff, M.D, (ed). 1998. Sustainable community development: studies in economic, environmental, and cultural revitalisation. Lewis Publishers: New York.

Hylton, K. Bramham, P. (eds). 2008. *Sports Development: policy, process and practice*. Routledge: London.

Humphreys, B.R. and ruseski, J.E. 2006. *Economic determinants of participation in Physical activity and sport*. Working Paper series. International Association of Economics. AIES, IASE.

Immas, L.G.M & Rist, R.C. (2009). The road To Results: Designing and Conducting Effective Development Evaluations. The World Bank. Washington D.C.

ICESSD, 2012, *African Sport and development Policy Report*. Unpublished Report by the Interdisciplinary Centre of Excellence for Sport Science and Development. University of the Western Cape.

Kaufman, Z.A., Spencer, T.S., and Ross, D.A. 2013. "Effectiveness of sport-based HIV Prevention Interventions: A systematic Review of the evidence" in *AIDS Behav* (2013) 17: 987-1001.

Keim, M. (2003). Nation-Building at Play – Sport as a tool for Social Integration in Post-apartheid South Africa. Oxford: Meyer & Meyer Sport (UK). Ltd.

Keim, M. (2009). Building Peace through Sport, *African Conflict & Peace Review Journal*, January 2009, AddisAbaba, Ethiopia: UPEACE.

Korten D.C. 1984, "Strategic organization for people-centered development", *Public administration review*, vol. 44, no. 4, pp. 341-352

Kothari, C. 2004, Research methodology: methods and techniques, New Age International.

Kritzing, J. 1995, "Introducing focus groups", in *BMJ: British Medical Journal*, vol. 311, no. 7000, pp. 299-302.

Kusek and Rist,R. 2010. 10 steps for results-based Monitoring and Evaluation. World Bank. Washington D.C.

Kusek J & Ray C. 2004, *"Ten steps to a Result-Based Monitoring and Evaluation System"*. The International Bank for Reconstruction and Development: The World Bank: Washington.

Luiz, J. and Fadal, R. (Undated). An economic analysis of Sports performance in Africa, Working Paper Number 162. Wits Business School. University of the Witwatersrand. Johannesburg.

Mandela, N. 2011. Nelson Mandela by himself. The authorised book of quotations. McMillan. Johannesburg.

Mac Master, G. 2004. "How strategic Management can enhance overall management in the Public Service". Unpublished paper delivered at the Strategic Management Skills Seminar, MarcusEvans, 10 May 2004, Erinvale Estate Hotel, Somerset West, Western Cape, South Africa.

Maralack, D., Keim, M. and de Coning, C. (2014 Unpublished) "A Development perspective on transformation and sport policy in South Africa" *In Comparative sport development: Systems, participation and Public Policy*. Cologne Sport University, Cologne. Germany.

Matheson, V.A., and College, W. 2003. Mega-sporting events in developing nations: Playing the way to prosperity? Unpublished paper.

Midgley James, Anthony Hall, Margaret Hardiman, Narine Dhanpaul. 1986. *Community participation, social development and the State*. Methuen: London.

Moore, M.H. 1995. *Creating Public value. Strategic Management in Government*. Cambridge: Havard University Press (Chapter 3).

Mutahaba, G., Baguma, R. and Halfani M. 1993. *Vitalizing African public administration for recovery and development*. Connecticut: Kumarian (Chapter 3).

National Planning Commission. Undated. *Our future making it work. National development plan 2030 Executive summary*. National Planning Commission. Pretoria.

Niyimbanira, F. and Surujlal, J. 2011. An analysis of economic impacts of the 2010 FIFA World Cup in South Africa: Sport marketing. In African Journal for Physical Health Education, recreation and dance: Supplement 2. Volume 17, pp. 255-266.

Ntloko, N. and Swart, K. 2008. Sport Tourism event impacts on the host community: A case study of Red Bull Wave Africa. Cape Peninsula University of Technology. Cape Town.

Oakley, P and Clayton, A. 2000. The Monitoring and Evaluation of Empowerment: A Resource Document; Occasional Papers Series No. 26. INTRAC: UK. (<http://www.intrac.org>)

OneCape2040. 2012. OneCape2040. From Vision to Action. The Western Cape agenda for joint ation on economic development. 19 October 2012.

Orford J. 1992. *Community psychology: theory and practice*. New York: John Wiley & Sons

Paula Romanow, David Bruce 2006. *Communications & Capacity Building: Exploring Clues from the Literature For Rural Community Development*. Journal of Rural and Community Development, Vol 1, Issue 2.

Patel, D.N., Lambert, E.V., da Silva, R., Greyling, M., Nossel, C., Noach, A., Derman, W. and Gaziano, T. 2010. "The Association between medical costs and Participation in the Vitality Health Promotion Program among 948, 974 members of a South African Health Insurance Company" in *American Journal of Health Promotion*, Vol. 24, No. 3 January/February 2012. Pp 199-204.

Patel, D.N., Lambert, E.V., da Silva, R., Greyling, T., Kolbe-Alexander, T., Noach, A., Conradie, J., Nossel, C., Borresen, J., and Gaziano, T. 2011. "Participation in Fitness related Activities of an Incentive-Based Health Promotion program and Hospital costs: A Retrospective Longitudinal Study". In *American Journal of Health Promotion*, Vol. 25., No 5. Pp 341-348.

Petersen Brenda, Ratele Kopano, Viljoen Gerhard. 2007. *Contextualising community psychology in South Africa*. Cape Town. Van Schaik Publishers.

Provincial Treasury. 2012. Provincial Economic Review & Outlook. Provincial Treasury. Cape Town.

Provincial Treasury. 2012. Provincial Economic Review & Outlook. Provincial Treasury. Cape Town.

Republic of South Africa (2011): White Paper on Sport and Recreation (Revised in 2011).

Republic of South Africa (2011): The National Sport and Recreation Act, 1998 (No 110 of 1998) and Amendment Act No 18 of 2007;

Republic of South Africa (2006): South African Institute for Drug Free Sport Act of 1997 (Act no 14 of 1997) and Amendment Act 25 of 2006;

Republic of South Africa (2001): South African Boxing Act of 2001 (Act No 11 of 2001)

Republic of South Africa (2010): Safety at Sport and Recreation Events Act of 2010 (Act No 2 of 2010)

Republic of South Africa (2011): National Sport and Recreation Act (110/1998): Bidding and Hosting of International Sport and Recreation Events Regulations (Gazette Number 33211 – Regulation 433);

Republic of South Africa (2011): School Sport Mass Participation Policy 2011

Rubin, F. 1995, *A basic guide to evaluation for development workers*, Oxfam Publication. Somekh, B and Lewin, C. (2005). *Research Methods In the Social Sciences*. Sage Publication. London.

SADC. A case for Sport in the Southern Africa Development Community (SADC). Presumably same year as vd Spuy report. This report has no date, no author, publisher).

Sanders, B., De Coning, C. and Keim, M. 2017. "Going to Scale? A critique of the role of the public sector in sport for development and peace in South Africa" in *African Journal for Physical Activity and Health Sciences (AKJPHEs)*, Volume 23 (1), December 2017.

Sanders, B. 2012. *Can sport tackle inequality in South Africa?* International Platform on Sport and Development. [www.sportanddev.org/?5079/1](http://www.sportanddev.org/?5079/1).

Sanders, B. Phillips, J. Vanreusel B. 2012. Opportunities and challenges facing NGO's using sport as a vehicle for development in post-apartheid South Africa. *Sport, Education and Society* 2012, 1-17.

Sanders, B. Phillips, J. and Vanreusel, B. 2012. Opportunities and challenges facing NGOs using sport as a vehicle for development in post-apartheid South Africa. In *Sport, Education and Society*. <http://www.tandfonline.com/loi/cses20>.

SA Tourism. Growth opportunities for Sports tourism in South Africa. May 2006

Schutte, Schwella, E and Fitzgerald, P, 1995 Cases in Public and development Management, P&DM. Wits University. Johannesburg.

SDP International Working Group : Government in Action Reports  
<http://www.un.org/wcm/webdav/site/sport/shared/sport/pdfs/Governments%20in%20Action%20Part%20II%20-%20National%20Overviews%20A-C.pdf>

SDPI IWG (2008) Harnessing the Power of Sport for Development and Peace: Recommendations to Governments. pp. 199 – 246 Chapter 6 "Sport and Peace, Social Inclusion, Conflict Prevention and Peace Building  
:[http://www.righttoplay.com/International/news-and-media/Documents/Policy%20Reports%20docs/Harnessing%20the%20Power%20-%20FULL/Chapter6\\_SportandPeace.pdf](http://www.righttoplay.com/International/news-and-media/Documents/Policy%20Reports%20docs/Harnessing%20the%20Power%20-%20FULL/Chapter6_SportandPeace.pdf)

South African Government. 2005. *The Bidding and Hosting of International Sport and Recreation Events Regulations* (Gazette Number 33211 – Regulation 433); The South African Government Printer. Pretoria.

South African Government. 1998. *The National Sport and Recreation Act, 1998* (No 110 of 1998) and Amendment Act No 18 of 2007. South African Government Printer. Pretoria.

South African Government. 2010. *The Safety at Sport and Recreation Events Act of 2010* (Act No 2 of 2010). South African Government Printer. Pretoria.

South African Government. 1997. *The South African Institute for Drug Free Sport Act of 1997* (Act no 14 of 1997) and Amendment Act 25 of 2006, The South African Government Printer. Pretoria.



South African Government. 2011. *The School Sport Mass Participation Policy 2011*. The South African Government Printer. Pretoria.

South African Government. 2001. *The White Paper on Sport and Recreation* (Revised in 2011). The South African Government Printer. Pretoria.

Sport Information and Science Agency. 1998 and 1999 "The estimated impact of sport on the South African economy"

SRSA. 2009. The Social and economic Value of Sport: The basis for a case for South African Sport. SRSA. Edited by Dr Van der Spuy. South African Government. Pretoria.

Swanepoel, H. & De Beer, F. 2006, *Community Development: breaking the cycle of poverty*, Juta Academic. Pretoria.

Swanepoel, H.J. 1997, *Community development: putting plans into action*, Juta. Cape Town.

Swiss Agency for Development and Cooperation (SDC) ( 2005), *Sport for Development and Peace*, Bern , Switzerland.

Sport and Recreation South Africa (SRSA). 2013. *National Sport and recreation Plan (NSRP)*. Department of Sport and Recreation South Africa. Pretoria, 2013.

Sport and Recreation South Africa (SRSA). 2009. *National Sport and recreation Plan (NSRP)*. Department of Sport and Recreation South Africa. Pretoria, February 2012.

Sport and Recreation South Africa (SRSA). 2005. Participation patterns in Sport and recreation Activities in South Africa. 2005 Survey.

Sports Information and Science Agency (SISA) A summary of the contribution of sport to the SA society. 2000.

Sports Information and Science Agency (SISA) attitudes and impressions about sport sponsorship among SA companies. 2000.

StatsSA (2012) South African Statistics.

Statistics South Africa. 2010. StatsSA. Pretoria.

Statistics South Africa. 2012. Tourism and Migration. October 2010. StatsSA. Pretoria.

Statistics South Africa. 2012. Key results. Census 2011. StatsSA. Pretoria.

Statistics South Africa. 2012. Census 2011. Statistical release. StatsSA. Pretoria.

Statistics South Africa. 2012. Gross domestic product. Annual estimates Statistical Release P0441. StatsSA. Pretoria.

Terre Blache, M and Durrheim, K. 1999. *Research In Practice*. Cape Town: UCT PRESS.

Travis, Raphael, McFarlin, Natalie, Van rooyen Colin AJ, Gray Mel. Community development in South Africa: its use as an intervention strategy. *International Social Work*, 1999. 42(2). Pp 177-187.

Tybur, J.M. Evolutionary Psychology: A Fresh Perspective for understanding and changing problematic behaviour. *Public Administration review*. January/ February 2013.

UNESCO/ CISSD Completed Questionnaire (Confidential). August 2011.

UNHRC Press ( 2005). Creating a better world through Sport , The Magglingen Declaration and Recommendations.  
<http://www.toolkitsportdevelopment.org/html/resources/1D/1DFCA2FD-3155-4238-B686-B871D0932A21/Magglingen%20declaration%202003.pdf>

United Nations (2004). *Sport for Development and Peace* Our Mandate: What does sport have to do with the UN? <http://www.un.org/themes/sport/intro.htm>

United Nations Report (2005). *International Year of Sport and Physical Education* [www.un.org/sport 2005](http://www.un.org/sport/2005) .

United Nations ( 2008)\_The Millennium Development Goals Report 2008, New York  
<http://www.un.org/millenniumgoals/pdf/The%20Millennium%20Development%20Goals%20Report%202008.pdf>

UWC. 2012. Digitisation of Robben Island's Sporting legacy. ICESDD, UWC. Bellville.

Van den Auweele, Y., Malcolm, C., and Meulders, B. 2006. Sport and development. Lannoo Campus. Leuven.

Van Baalen, J. and De Coning, C. 2006. "Programme management, Project Management and public policy implementation". Chapter 9 in *Improving Public Policy: From Theory to Practice* (Cloete, F. , Wissink, H. and De Coning, C. eds.). Van Schaik. Pretoria.

Venter C., Econex research note 19 July 2010 " The aftermath of the FIFA final"  
[www.econex.co.za](http://www.econex.co.za)

Venter, C. 2010. The impact of the 2010 FIFA World Cup on the South African Economy. Econex. Trade, competition and Applied Economics.

Vernooy, R., Qiu, S. & Xu, J. 2003. *Voices for change: participatory monitoring and evaluation in China*. IDRC. Canada.

Visser, Maretha, Beyer, Johan, du Preez, Elizabeth, Eskell-Blokland Linda, Gcabo Melvyn Freeman Rebhone, Govender KayMarlin, Mokwena Feroza Kaldine Makgathi, Moleka Anne-Gloria, Radebe Inge Wengraf, T. 2001, *Qualitative research interviewing: Biographic narrative and semi-structured methods*, Sage Publications Ltd. London.

Wesgro. Tourism Destination Performance 2011: Cape Town and Western Cape. Wesgro. Cape Town.

Western Cape Provincial Government. 2017. Provincial Economic Review and Outlook 2017. Western Cape Provincial Treasury. Cape Town.

Western Cape Provincial Government. 2017. *Municipal Economic Review and Outlook 2017*. Western Cape Provincial Treasury. Cape Town.

Western Cape Provincial Government. 2017. Department of Cultural Affairs and Sport. *Annual Report 2016/ 2017*. Department of Cultural Affairs and Sport. Cape Town.

Western Cape Provincial Government. 2017. Department of Cultural Affairs and Sport. *Annual Performance Plan 2016/ 2017*. Department of Cultural Affairs and Sport. Cape Town.

Western Cape Provincial Government. 2017. Department of Cultural Affairs and Sport. *Strategic Plan 2015/2016 – 2019/20*. Department of Cultural Affairs and Sport. Cape Town.

Western Cape Provincial Government, Ministry of Finance, Economic development and Tourism. (2013). Medium Term Budget Policy Statement 2014- 2017 and Adjusted Estimates of Provincial Expenditure. 2013 Speech. Mr Alan Winde, Minister of Finance, Economic development and Tourism. 21 November 2013. Cape Town.

Western Cape Provincial Government, Provincial Treasury. 2012. Provincial Economic Review & Outlook. Provincial Treasury. Cape Town.

Western Cape Provincial Government, Department of Agriculture. AGRIFUTURA 2012. Department of Agriculture. Cape Town.

Western Cape Provincial Government, Department of Economic Development and Tourism. 2012. Annual report 2011/ 2012. Department of Economic Development and Tourism. Cape Town.

Western Cape Provincial Government, 2008, The Western Cape Department of Sport: Rainbow Paper on Sport and Recreation. DCAS. Cape Town.

Western Cape Department of Sport, 2009, Guidelines for Funding as well as the Western Cape Department of Sport: Sport Transformation Charter. DCAS. Cape Town.

Western Cape Government Cultural Affairs and sport. 2013. Annual Performance Plan 2012/ 2013. Department of Sport, 2009.

## **PART B: CASES AND CASE STUDIES ON SPORT AND RECREATION IN THE WESTERN CAPE**

### **Introduction and background**

The case studies collected and commissioned for this publication has been an exciting initiative as the case studies have much improved and as a far broader scope of cases with more depth have been developed for this publication than in the previous edition. The reader will note that this section of the research report has now clustered the different cases according to themes, namely:

**Case studies of a public-sector nature,** These include cases on the DCAS Tri-lateral meetings with sport federations; the MOD Centre case study, the case on the Shandong & Western Cape partnership, as well as a warranted focus on Physical Education at schools.

**Cases by sport federations** typically focussed on sport development including club development and development programmes. Cases include chess, wrestling, football,

Last, **cases with a distinct civil society and NGO focus** were clustered together. The scope and variety of themes that NGOs are involved with in sport and development in the Province is simply astonishing. These contributions include: The Kicking for Peace case study, Amandla EduFootball, Grassroots Soccer, Green Fields,

The cases and case studies below have all been developed by volunteers that have been requested to make a contribution to this study in a specific area. The cases have been developed by practitioners and no changes have been made to the content as each of these cases tell their own story in their own way. It is in fact part of the methodology of this study that readers can and should themselves consider the merit of these cases and interpret for themselves what this means. The cases in this Part of the study is thus open for discussion and interpretation and is intended to stimulate the debate and dialogue on these important issues.

Case studies could be developed and used as either for research purposes and/ or for teaching purposes. It is hoped that the cases below may be used by federations and universities to brainstorm and debate the various options for improvement that may exist. This Part of the research is also a challenge to many ordinary practitioners and students out there to contribute to this debate by developing case studies and by flying these as kites for popular consideration and debate. The interested reader is referred to numerous guidelines for case writing (see for example Yin, Brynard as well as Schutte) as well as the significance of storytelling that will be discussed in the next section.

## **SECTION B: CASE FOR SPORT**

### **PUBLIC SECTOR CASES**

#### **CASE 1: THE TRI-LATERAL PROCESS ON SPORT GOVERNANCE IN THE WESTERN CAPE**

By Dr. Lyndon Bouah

##### **1. Introduction**

According to the annual report of the Department of Cultural Affairs in the Western Cape Provincial (DCAS), funds are transferred to sport federations across the province of the Western Cape. In the financial year 2016/2017 R7 545 000 was transferred and in the preceding year R6 875 000 was transferred. The Accounting Officer, Mr Brent Walters noted in his overview over the last few years that the streamlining of the process of funding to cultural and sport federations have been an achievement during the last few year. This paper will analyse the trilateral approach and submit that it could be a useful tool for government departments to use as a monitoring tool and as an example of Batho Pele.

The Annual Report further notes that DCAS makes funding available to 120 Sport Federations every year. Monitoring and Evaluation takes place through regular meetings and visits. Cheque handover ceremonies were held in the first month of the financial year 2016/2017.

##### **2. The funding processes**

The funding process starts on 1 April each year which is the start of the financial year of each government department nationally and provincially. The website of the Department of Cultural Affairs and Sport loads the funding application forms for the next financial year. The forms are sent to each possible applicant and to the civil society organisations called sport councils. Federations and all possible applicants then have until 30 September each year to complete the forms and submit it to the department for consideration.

The DCAS would then use the next three months to consolidate the forms. By consolidating the forms, DCAS officials would check for missing information such as audited financial statements, outstanding reports, and any other relevant information that may be incomplete. Once this has been concluded, following interaction with possible beneficiaries, the monitoring of the previous year's allocation then commences.

##### **3. Definitions of Monitoring and Evaluation**

The late Minister Collins Chabane in an address to senior managers on 3 April 2013 stated that monitoring and evaluation seeks to address the following:

- The culture of doing things the way they always have been done, as opposed to culture of continuous improvement

- Focus on activities without assessing the results or impact on activities
- Insufficient measurement, collection and analysis of data to inform improvements
- Monitoring and reporting for compliance rather than for improvement.

(Chabane: DPSA Conference Speech 2013 ‘The role of Monitoring and Evaluation in the Public Service’).

Minister Chabane was building on the definition of monitoring which was set out in the Proposal and Implementation for a Government- Wide Monitoring and Evaluation System: a publication for programme managers published in 2003 by government. The document defines monitoring and evaluation in the following manner:

“Monitoring is a continuous managerial function that aims to provide managers, decision makers and main stakeholders with regular feedback and early indications of progress or lack thereof in the achievement of intended results and the attainment of goals and objectives.

Monitoring involves reporting on actual performance against what was planned or expected according to pre-determined standards. Monitoring generally involves collecting and analysing data on implementation processes, strategies and result, and recommending corrective measures.

Evaluation is a time bound exercise that systematically and objectively assesses the relevance, performance, challenges and successes of programmes and projects.”

These definitions have been accepted by the Department of Cultural Affairs and Sport in the Monitoring and Evaluation Framework signed in 2011.

World expert in monitoring and evaluation Prof Fred Coalter has defined Monitoring and evaluation in his Sport-in-Development Monitoring and Evaluation Manual in the following manner:

“Monitoring is the regular, systematic, collection and analysis of information related to a planned and agreed programme of action. This provides evidence of the extent to which the programme is being delivered as intended, meeting its targets and making progress towards the achievements of its objectives. Monitoring information can also identify the extent to which changes and adaptations are required.

Evaluation is the process of undertaking a systematic and objective examination of monitoring information in order to answer agreed questions and make judgments on the basis of agreed criteria. Concerns may relate to the efficiency, effectiveness, impact and sustainability of an organisation or programme. The intention is not simply to assess what impacts have occurred, but why, what lessons can be learnt and how the programme might be improved. Evaluation is also an ongoing, if less regular, process and provides the basis for

learning and organisational and programme development.” (Coalter F, Sport-in-Development Monitoring and Evaluation Manual, 2005, University of Stirling)

#### **4. DCAS Early years (2005-2010)**

The DCAS scheduled meetings on a one-on-one basis with federations to discuss their funding allocations and their adherence to corporate governance. The meeting generally lasted 30 minutes and was conducted by middle management staff members.

In 2011, I, upon my appointment as Chief Director of Sport and Recreation, re-introduced the concept of meeting with beneficiaries but with an added difference. The Sport Council in each district would be invited to join the discussion and would be able to contribute fully and be allowed to question both the beneficiary and the department. The concept of the “Trilateral” was born as three entities would henceforth be present.

The federation would be invited to present via a powerpoint how they spent the funding received. The presentation allows the sport council and DCAS to monitor and evaluate whether the funds were used for its intended purposes and also to ascertain if there are any lacunae that must be addressed. Questions are then posed to clarify any matter.

#### **5. Sport Councils**

There are six sport councils and one sport confederation in the Western Cape. The six sport councils are Metro (formerly Western Province), Cape Winelands, Overberg (Boland was divided into two geographical entities), West Coast, Central Karoo and Eden (the latter two formerly South Western Districts). The sport councils represented all the sport federations in their specific region. The sport councils in turn formed the Western Cape Sport Confederation which is affiliated to the South African Sport and Olympic Confederation (SASCOC).

#### **6. Batho Pele**

Batho Pele is described in the White Paper as people first. The principles of Batho Pele are described as follows:

1. Consultation
2. Setting service standards
3. Increasing access
4. Ensuring courtesy
5. Providing information
6. Openness and transparency
7. Redress
8. Value for money

The process of funding federations is in my opinion an example of Batho Pele. The Handbook for Batho Pele (Batho Pele Handbook 2007, publication by DPSA) defines it as follows

To promote the idea of “putting people first and to provide a framework for the transformation of public service delivery, government introduced the concept of people first in 1997”. This notion was expanded in the White Paper on Transforming the Public Service, also known as the Batho Pele White Paper, which provides a policy framework to ensure that Batho Pele is woven into the very fabric of government.

“Simply stated, Batho Pele is an initiative to get public servants to be service orientated, to strive for excellence in service delivery and to commit to continuous service delivery improvement. It is a simple, transparent mechanism, which allows customers to hold public servants accountable for the type of services they deliver.” (Pg. 8 of the Batho Pele Handbook, 1997, Government printers)

The mandate for putting people first comes from the Constitution. In the case of DCAS, that would be putting the federation first.

7. The funding process of the DCAS has been set out as follows:

	<b>What</b>	<b>Who</b>
1.	Forms are generated and forwarded to district Offices during April annually.	HeadOffice District Sport Council
2.	Application forms to be distributed to clients. Closing date to be 30 September annually.	District Office and District Sport Councils
3.	Forms are placed on various websites.	HeadOffice
4.	Endorsed applications to be received by the required district offices by the stipulated deadline.	District Office District Sport Council
5.	Compilation and verification of applicants.	District Office District Sport Councils
6.	Evaluation grids to be compiled and processed.	Head Office, District Office and District Sport Councils
7.	Annual Evaluation Meetings with clients by late January to mid-February.	Head Office, District Office and District Sport Councils



8.	Allocations to clients completed by first week of March.	Head Office and District Office
9.	Allocations to be endorsed by Western Cape Provincial Sport Council by mid March.	Head Office/WCPSC
10.	Submission to be completed during March	Head Office
11.	Approval of submission.	Head Office
12.	6 Funding Ceremonies	Head Office/District Sport Council/ Office
13.	All contracts to be completed. Copies to be made and scanned of all contracts for record keeping purposes.	Head Office/district Sport Council/ Office
14.	All payments to be completed by end of June.	Head Office
15.	Evaluation session of funding process.	District Sport Council/Head Office
16.	Monitoring and evaluation processes throughout the year.	District Sport Council/Head Office
17	Application forms for the new financial year to be distributed during April annually.	District Office District Sport Councils

8. The principles of Batho Pele is illustrated in the following manner:

### **8.1 Consultation**

Following the trilateral process, the department and the sport confederation meet to discuss the funding allocation for the following year. This is important as civil society now takes joint ownership of the process of allocation which will ultimately be signed off by the Head of Department.

### **8.2 Setting service standards**

Federations are requested to produce a PowerPoint presentation to illustrate their use of the funds allocated to them. They can then make recommendations as well. This allows the department to review its policies and to ensure that service standards are set that measures the expectations of the sport organisations.

### **8.3 Increasing Access**

The implementation of the Trilateral process has increased the access of federations to government services. Federations can now speak directly to government face to face and can also access government via email, telephonic engagements and normal correspondence.

### **8.4 Ensuring Courtesy**

Departmental officials are able through the Trilateral process to demystify any decision that was not understood by the sporting federation. Honest communication is encouraged.

### **8.5 Providing information**

All federations must undergo regular elections. This process brings new people into contact with the department. Information can now be shared with the newly elected officials to assist them with the myriad of forms and other documents that must be completed.

### **8.6 Openness and transparency**

The federations are granted an opportunity to engage with the department and the sport council in a setting that allows for transparency and openness. Questions may be posed and responded to. Senior officials can be asked direct questions by federations officials.

### **8.7 Redress**

The Trilateral process allows the department an opportunity to address any complaints that may have surfaced. Where service standards may have dropped the department can then rectify this following the engagement with the federation.

### **8.8 Value for money**

All parties wish to see that the funds set aside for federations have been correctly used and that value for money has been achieved.

The federations want to see that government has correctly administered funds and that the officials are improving systems where possible.

## **9. Conclusion**

It is submitted that the Trilateral process promotes Batho Pele and ensures effective monitoring and evaluation. By including the Sport Council throughout the process transparency and democracy is promoted.

The principles of Batho Pele are adhered to and also given impetus. In questionnaires submitted by the federations the experience of the Trilateral process has been viewed as a positive one. Trilaterals should be encouraged across government departments where transfer funding is allocated. This will ensure transparency and promote the principles of Batho Pele.

## **CASE 2: CASE STUDY OF THE AFTER-SCHOOL MOD PROGRAMME IN THE WESTERN CAPE**

DCAS, November 2017

### **1. Introduction**

The case of the Mass participation, Opportunity and access, Development and growth (MOD) Programme provides a perspective on one of the South African Government's most successful large scale sport and development programmes amongst the youth to date. The initiative has shown that Government is able to simultaneously enable mass participation in sport and accomplish high performance activities such as talent identification. This case is particularly valuable as lessons of experience may prove to be of use in other provinces or countries. This case study provides an overview of the MOD Programme in the Western Cape in terms of its profile and performance and records the actual impact that sport may have had on important youth development issues. The case will also solicit lessons of experience for other purposes, such as improving our understanding of what areas of this initiative should be evaluated and a major assessment of the Programme is presently underway as part of the Provincial Evaluation Plan, piloted by the Presidency and the Western Cape.

The case study method has been acknowledged as a powerful and meaningful way of recording experiences and of capturing qualitative information. In South Africa the case method in public and development management has especially been developed by Brynard and Erasmus (1995) and Schutte (1995). Internationally, the work of Yin has become especially valuable. This case may serve as an example for similar initiatives to record such experiences and engage in further debate and dialogue.

### **2. Background**

The background of this study concerns the sport and development initiatives of government amongst the youth and the experiences of the MOD Programme in the Western Cape specifically. As stated by Professor Marion Keim Lees in a proposal to the Nelson Mandela Children's fund, it is important for all education and development agents to understand the value of a coordinated approach in communities and countries incorporating tools like sport. Besides its benefit for health, sport can be used as a vehicle to facilitate dialogue between different groups, communities and countries by promoting, tolerance, respect, interaction and the spirit of fair play and thus contribute to a more peaceful society conducive for the wellbeing of children and youth. Not only did South African President Zuma in his State of the Nation Address on 10 February 2011 highlight Sport as a powerful unifying and nation building tool in his country, the National Department of Sport and Recreation and the National Department of Education are expected to join hands in the realization of 'Education for All by 2015' to reach the UN Sustainable Development Goals of which sport for the first time plays a role as a vehicle. In his speech at the 2017/18 National Assembly Budget Vote

Debate on 26 May 2017, the South African Minister of Sports and Recreation Thulas Nxesi stressed the importance between sport, development and education when he said:

“We honour the legacy of Oliver Tambo by restoring physical education in all our schools and developing sport across the whole school system and at community level. This is where transformation starts. And in so doing we contribute to a healthier nation – in mind and body – as well as helping to combat anti-social behaviour amongst the youth. We also build a larger, stronger skills pipeline – channelling talent into the wider sport system – ensuring the sustainability of national sports codes..” (Minister Thulas Nxesi, National Budget Vote Debate 2017/18, 26 May 2017). It is therefore clear that also in South Africa the theme of sport and development has made a prominent appearance in the local development debate.

In South Africa the recently released Sport and Recreation Plan as well as various other policies have acknowledged the important role of sport and recreation in youth development programmes. One of the best examples in South Africa although not yet well recorded, has been the MOD Programme at schools, farms and community centres in the Western Cape where mass participation and talent identification are encouraged. Following the last two years of implementation in the Western Cape, one of the key challenges in the facilitation and management of MOD Centres has been the recording of lessons of experience and the assessment of performance.

### **3. Conceptual background**

Cuskelly, Hoyer, and Auld (2006), makes the following statement when discussing sport for development, “sport development is designed to increase the participation rate and performance levels of people involved in sport”. Hylton and Bramham (2008) contend that “...community sports development is not solely concerned with the development of sport. It is not simply ‘sport in the community’. It also encompasses the realm of ‘community development’”. Sanders, Phillips, and Vanreusel (2012), state that, “Participating in sport has proven intrinsic benefits but it also provides extrinsic value as it can facilitate the development of education, health and peace amongst other social issues”. It is clear from these authors that no clear definition of sport for development exists.

The concept of sport as a tool for development is a fairly recent phenomenon and has its origins in the various programmes and projects of the United Nations (UN). During 2003 the UN General accepted a resolution confirming its commitment to sport as a tool to promote education, health, development and peace. The UN undertook to utilise sport and physical education as an instrument towards achieving the internationally agreed-upon development goals (Coalter, 2007). However, the concept of sport as an instrument for positive development can be found as far back as the late nineteenth century when recreation interventions were undertaken by the governments of the day with the view of improving the circumstances and conditions of their citizens (Sanders et al. 2012). Traces of the concept can be found in the 1980s and early 1990s when non-governmental organizations such as the Mathare Youth Sport Association of Kenya and Sports Coaches Outreach of South Africa, were formed to use sport in development initiatives (Coalter, 2007). The same author states that it

was the advocacy of organizations such as these which led to the UN's embrace of sport as a tool for development.

Despite the UN's advocacy for this theory and the proclaimed legion of benefits sport holds for development and development practitioners, scholars caution against a blanket acceptance of "all sports are good for all community ails". They state a variety of reasons for this caveat, ranging from lack of monitoring and evaluation on sports programmes and projects to the fact that policy documents on sport do not take into account that social capital alone cannot eliminate comprehensive societal issues such as lack of resources, political climate and dire socio-economic support (Sanders, Phillips, Vanreusel, 2012). A recent study commissioned by UNESCO concerning the development of sport and development policy in 10 African countries shows that M&E in sport and development has become a critical theme (International Sport and Development Conference, Cape Town, 2011).

Youth roles as social change agents came into prominence with the ratification of the 1989 United Nations Convention on the Rights of the Children [CRC] (Delgado, 2006; Earls & Carlson, 2001; O'Donoghue et al., 2002; Sabo, 2003). The CRC universally positioned youth not as objects or recipients of public policy and adult-constructed interventions and preventative measures, but as the constructors and framers of their own abilities to contribute to their well-being and that of the communities in which they live. Prior to this time, youth were often undervalued, disenfranchised, underrepresented, and essentially transparent (Checkoway et al., 2003; Delgado, 2006). The United Nation CRC, although unenforceable and as yet not ratified by the United States, does provide a framework from which to start thinking about youth engaged as citizens and not just subjects (White, 2009).

It was accepted, prior to the development of the conceptual framework of positive youth development, that services for youth merely exist to address youth problems and that youth development occurred naturally in the absence of youth problems. Following the revolution towards youth development, youth were seen as assets and resources within their communities, rather than entities whose behaviors needed to be modified or prevented. Researchers and practitioners now focus on developing youth leadership; and existing literature refer to youth as community builders whilst practitioners endeavor to empower youth to become social change agents, community organizers and activists. Those who campaign for positive youth development view participatory evaluation as an indispensable tool in aiding the conceptualisation of a theoretical framework (Sabo, 2003).

Decades in advancements in participatory evaluation added to the new philosophy of positive youth development, contributed to shaping the field of youth participatory evaluation (Sabo 2003; White, 2009). Positive youth development is a theory that centers on the talents, strengths and future potential of all youth. The conceptualized benefits of participation in positive youth development programs include the promotion of the functionally valued behaviors of competence, confidence, connection, character, caring and contribution suggestive of positive youth development (White, 2009).

Modern literature relevant to positive youth development is 'socially' and 'contextually' based. White (2009) defines positive youth development as the result of processes through which youth have the ability to act in ways that support personal needs and society's

expectations. Youth development is an ideological framework through which youth have the capacity to act in ways that not only supports their own individual needs but also their communities' expectations. Youth development is characterized by its endorsement of adolescent health and well-being through community systems that build developmental strengths. Youth development as a theory views youth as resources capable of development in a principled movement away from 'deficit models' that allow youth to develop their physical, psychological, and social selves. Youth development theorists believe that youth will develop positively or negatively, planned or not. What these scholars have in common is the belief that within youth development programs there exists the structure and opportunity for leadership; positive youth and adult relationships; and empowerment that allows youth to function as their own facilitators in their growth and maturation (White, 2009).

It is concluded in terms of the literature review on 'sport and development' that adequate material exists to inform this study on the impact of sport on development and people-centered development.

#### **4. The Case of the MOD Programme in the Western Cape**

##### **1. Rationale**

This report seeks to provide a case for the Mass participation, Opportunity and access, Development and growth (MOD) Programme as an integral part of a sport development strategy for the Western Cape. The particular areas that will receive attention includes the rationale for the MOD and neighbouring schools Programme, its achievements, outcomes and intended impact as well as the challenges and way forward for the programme. Firstly, a background of the sporting landscape in South Africa will be provided, followed by an overview of the MOD Programme, including its scope, philosophy and curriculum components. Then it is pertinent to show its intended outcomes and alignment to provincial and national objectives, while illustrating the benefits of the programme and its recorded achievements and possible impact. Finally, it is important to acknowledge challenges and chart a way forward for the MOD Programme.

The prevailing inequities currently experienced within recreation and sport in South Africa are still largely due to the legacy of apartheid, our previous system of governance. In order to show the distorted levels of sport participation in South Africa, a BMI Sport Info Survey (2007) discovered that 66% of adult Whites play sport, as compared to 35% of Blacks, 33% of Coloureds and 47% of

Asians. While the number of youth participating outside of school has increased, largely due to the growth of sports not usually available at school, the majority of youth (51%) still play sport at school. This illustrates the great sporting divide that still plagues South Africa and confirms the importance of providing a sporting chance for school youth. Following the marginalisation of Physical Education in the curriculum, the MOD Programme seeks to reposition sport as an important part of the school day. Given conflicting priorities of the Department of Education (with an increased focus on literacy and numeracy), the MOD

Programme has taken the lead role in ensuring sport is provided at underprivileged schools. The programme tackles the 'societal structures and conditions that cause underdevelopment in the first place' (Sanders, 2012) thereby seeking to transform South Africa.

History and experience have taught us that the skills displayed by the majority of our athletes, are mostly self-taught, thus resulting in bad habits. Relevant, basic skills and techniques have been compromised, while passion and flair became the foundation on which said skills were taught. In addition, the said inequities ensured that a lack of resources continued to prevail among historically disadvantaged sporting fraternity, thus denying them access to international standard resources and opportunities. It is against this backdrop that the MOD Programme was initiated as a structured, after-school programme, for school-going children, who do not have access to opportunities through recreation. Eventually, these recreation-based opportunities, through various, relevant skills development and talent identification programmes and processes, lead to access to various opportunities in, and through, sport, arts and culture.

### **Background on MOD Centres**

The MOD Programme has expanded significantly since being introduced in 2010 and there is currently a total of 181 MOD Centres and 134 neighbouring schools across the province, located in all eight Western Cape Education districts. There are over 850 staff members working in the programme (including coaching and administrative Staff) with a vision to expand to more schools and communities and employ more people.

The MOD Programme was conceived in April 2010 and introduced in disadvantaged communities. It utilised community centres to provide sporting opportunities. At the time, numbers were reasonably low and did not reflect the desire of communities to engage in recreation and sport, or the need for opportunities. DCAS realised that there were structural limitations to working in community centres and therefore moved the MOD Programme in August 2010 to willing schools within the communities. Before long, attendance at the school-based MOD Centres had doubled, assisting with the creation of opportunities that allow learners to exercise their 'right to play' through the public education system.

Initially, the Mass participation; Opportunity and access; Development and growth (MOD) Programme was implemented to create an enabling environment for mass participation and assist with the promotion of holistic education and educational outcomes by providing school-going learners with access to recreation-based, after-school activities. The MOD Programme also provides opportunities for school-going learners to access a structured and planned, values-based, daily, after-school, skills and talent development activities, at MOD Centres. The successes brought about by the MOD Programme, which was largely assisted by the General Budget Support funding received in the years 2014 – 2017, was embraced by the Western Cape Provincial Government, who is now working towards institutionalising after-school activities at its low and no fee schools.



While implementing the MOD Programme, various gaps were identified within the communities where the programme was being implemented:

- Generally, before children reached school-going age (Early Childhood Development), they did not have adequate access to assist with the improvement of their physical literacy and well-being. Consequently, this impacted negatively on their state of endurance, strength, flexibility, coordination, balance and control, which was therefore identified as a gap in the developmental process of the learner and that needed to be addressed with the learners before they entered primary school already;
- Hereafter, once learners entered the Primary School phase, it was experienced that the actual and physical implementation of Physical Education was lacking within most of the MOD Centres and its surrounding schools. This then meant that the relevant school learners were not receiving adequate lessons to develop the motor skills needed to participate in a number of various physical activities.
- Educators were so inundated with classroom-based activities and administration, that the full spectrum of physical education benefits could not be fully realised;
- In addition, there is also a lack of schools participating in the various school sport, arts and culture activities, e.g. inter-school sport league competitions, that are on offer. This limits the further development of the affected learners, as they are not being exposed to a competitive level of participation;
- Also, there are a lack of clubs being present within various communities, e.g. sport code clubs in certain communities do not exist, thus creating a void, as learners now cannot join clubs that provide opportunities related to their activities of choice. In this way learners become frustrated and in many cases start losing an interest in the related activity. In many cases, added to this, learners do not enjoy a stable family life. All of these types of ingredients are potentially a recipe for the affected individuals to involve themselves in negative activities and therefore possibly join gangs in order to experience an identity and enjoy a sense of belonging.

Given the afore-mentioned gaps, a broader approach and programme, MOD and Neighbouring School programme, is being piloted to promote recreation, school sport, arts and culture by assisting with structures, festivals, competitions, talent identification, talent development, talent nurturing, as well as specific activities and next-level programmes within the various, affected communities. The programme affords all participants within the affected community the opportunity to participate in various forms of physical activity. Participants are able to progress from the mass participation activities of the MOD Programme, to a specific activity, in which the learner shows promise and potential.

The MOD and Neighbouring School programme, currently as a pilot project, utilises the sixteen priority sport codes specified by SRSA, six Indigenous Games codes and four Arts and Culture genres, as a vehicle to address the filling of the gaps that are mentioned above, as well as provide a variety of options to cater for the diversity of individuals. The programme also promotes the development of the participant as an individual, as part of a team and club,

as well as the advancement of the participant to the next-level of participation; hence the reason it promotes neighbourhood-based school and club activities and competitions.

As part of school learners' further development and growth, those with potential also have access to a school that focuses on their specific activity, thus giving them the opportunity to move to the next-level of participation and grow closer to the realisation of their true potential. To gain access to these schools, learners are talent spotted and identified through various talent identification processes and opportunities. Access to this type of school also means access to next-level coaching.

Furthermore, recreation, school sport, arts and culture is utilised as a tool to promote stronger bonds between people, mutual respect and understanding, as well as respect for the integrity and dignity of every human being within the community. This approach is currently being piloted within two neighbourhoods in the Western Cape, namely, Kraaifontein and Lavender Hill.

These areas are negatively affected by drug abuse, violence and gangsterism, however, the successes already being achieved are:

- An improved neighbourhood involvement within recreation, sport, arts and culture;
- The creation and/or support of neighbourhood-based clubs;
- Learners progressing to district, provincial and national participation within sport codes;
- Learners progressing to next-level participation in arts and culture activities and productions;
- A decrease in crime within the neighbourhood where the after-school activities are taking place;
- An increase in recreation, school sport, arts and culture participation; and
- An increase in after-school activities.

This model has shown to be easily adaptable and can contribute to the positive development of neighbourhoods. See information below:

1. Within the Kraaifontein area, Captain G. Niemand of the South African Police Services noted the decrease in serious crimes in the area, but emphasised that more activities are needed; and
2. The approach was piloted in the Lavender Hill area and since its inception a softball club was established five years ago. Since then the club has won promotion to the top tier of the district-based federation league. The club is predominately made up of players that started playing the game at primary school level, where the relevant support was given. Furthermore, four of the club's players have been selected to represent South Africa on the international stage.

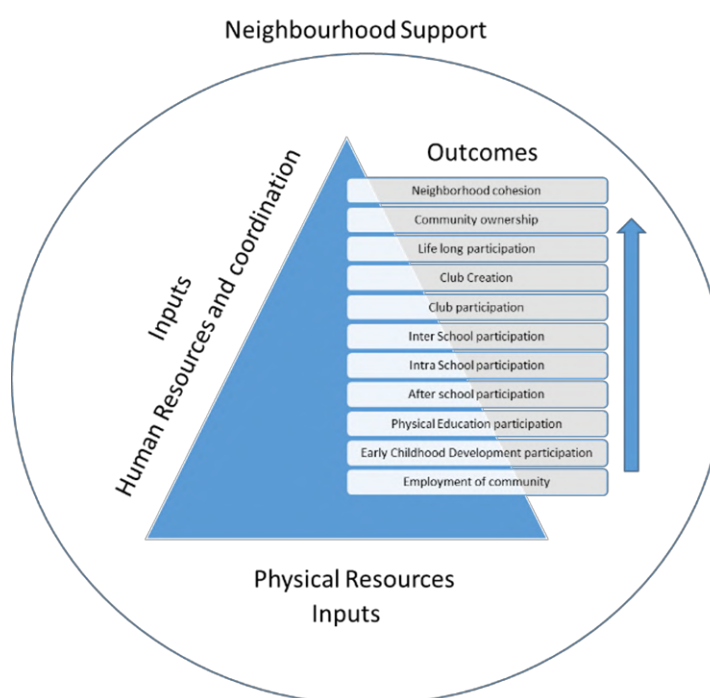
The programme aims to address the inequities brought about by the South African historical past, as well as act as the catalyst for neighbourhood development and neighbourhood cohesion. It will collaborate with all the relevant parties within the neighbourhood and will assist with the provision of human and physical resources to complement what is currently

being done and fill the gaps that are present within neighbourhoods. The programme will utilise physical education, physical activity, recreation, sport, arts and culture to move us closer to becoming an active and winning nation, while also promoting stronger bonds between people, as well as solidarity, mutual respect and understanding; and respect for the integrity and dignity of every human being. Also, the provision of human resources will ensure the creation of job opportunities for a number of people.

## The Programme

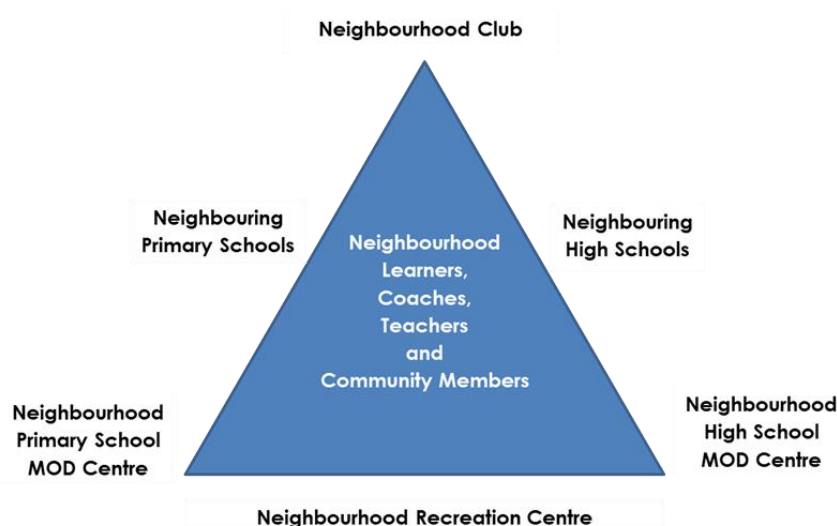
The MOD and Neighbouring School programme aims to act as the catalyst for assisting with neighbourhood development and cohesion. It will collaborate with all the relevant parties within the neighbourhood and assist with the provision of human and physical resources to complement what is currently being done and fill the gaps that are present within neighbourhoods. The programme will utilise physical education, physical activity and recreation, sport, arts and culture to promote stronger bonds between people, as well as solidarity, mutual respect and understanding; and respect for the integrity and dignity of every human being.

The programme incorporates all aspects of the long-term athlete and coach development plan. Thus, the programme incorporates the relevant members of the community in its initiatives. By doing this, the programme attempts to unite the neighbourhood by working towards a common goal and thereby improving neighbourhood cohesion. See diagram below.



In these neighbourhood-based activities and competitions, schools and clubs in the same neighbourhood participate with, and compete against each other. Furthermore, the one neighbourhood-based Primary School MOD Centre, with its neighbouring High School MOD

Centre forms the nucleus around which the other neighbouring schools and Early Childhood Development (ECD) Centres are situated. Then too, while these two schools form the foundation of the concept that speaks to the club creation initiative, the neighbouring schools also form part of this initiative. The interested parties involved, will together, form a neighbourhood-based club. These interested parties will include entities such as the relevant Primary and High School activity participants and implementers, as well as their neighbouring schools, along with other interested neighbourhood and community members and teachers, See Diagram below.



The relevant support needed, will come in the form of Human Resources, e.g. Coaches, Infrastructure, Equipment, Attire, as well as Monitoring and Evaluation mechanisms.

The fundamental areas that the programme looks to directly support are:

- Employment within the community;
- Education, Training and Development of the implementers;
- Early Childhood Development;
- Physical Education during school hours;
- The Mass participation; Opportunity and access; Development and growth (MOD) Programme;
- School Sport; and
- Club Creation and/or Club Support.

### **Employment within the community**

According to the New Growth Path (NGP), the main challenges hampering young people from meaningfully participating in the mainstream economy are unemployment, poverty and inequality. If not addressed, the socio-economic effects of this situation will be dire, including increased crime, a poorly performing economy, extreme unemployment and poverty, and

increased potential for political instability. Against this backdrop, the National Youth Policy (NYP) 2020 places employment creation at the centre of all youth development interventions. The approach of the programme would be to employ and upskill community members to deliver organised and structured skills development programmes at ECD Centres, Primary Schools, High Schools and Neighbourhood-based Clubs.

To increase the impact an implementer can make within a community, he/she has unique working hours to address the various demographics within a community. There are several types of implementers, which include:

- ECD Implementers;
- Physical Education Implementers; and
- After-School Implementers; and
- Club Implementers.

These implementers will be supported with the necessary resources to provide the most effective and proficient services to meet the intended outcomes of the programme

## **Education, Training and Development of implementers**

The white paper on sport and recreation for the Republic of South Africa vision 2030 has a strategic objective to empower the human resource base through the provision of accredited education and training.

South Africa's high rate of youth unemployment is largely attributed to the skills shortage in this age group. In 2011, only 31 percent of young people completed their matric (Grade 12) education. The 2013 General Household Survey estimates that 983 698 students were enrolled at higher education institutions (universities and universities of technology) in 2013. Almost two-thirds (66.4 percent) of these students were Black, 22.3 percent were White; 6.7 percent were Coloured and 4.7 percent were Indian or Asian. This indicates that access to schooling is increasing, but not enough young people in the post-school phase are gaining training in the different skills needed to participate in the knowledge economy.

The Programme seeks to address this by providing education and training opportunities to all involved within the programme. Here, accredited courses can be seen as a positive way for youth to gain the essential mix of qualifications and hands-on experience. The programme will help place individuals within local entities that include clubs, schools and ECD Centres. This the ideal opportunity for youth to work within their community, while completing an accredited qualification within the Sport and Recreation industry.

### **2.1. Early Childhood Development**

According to the National Integrated Early Childhood Development Policy 2015 Chapter 5.2.8, the goal by 2030 is to ensure that all infants and young children have access to play; recreational and cultural environments; and facilities that are safe, inclusive, and age- and developmental stage-appropriate, especially those living in poverty, under-serviced rural areas and informal urban areas; those with disabilities; and those living in institutions.

At an ECD level, fundamental movement lessons will take place to develop the gross motor skills required to participate in physical education, recreation and sport activities in the future. These lessons are broken down into two core components, namely:

- Locomotor (run, hop, gallop, leap, horizontal jump, and slide); and
- Object Control (ball skills such as striking a stationary ball, stationary dribble, catch, kick, overhand throw, and underhand roll).

This provides the foundation for the lifelong participation in physical activity, thus underlining that early play experience with parents and carers, and participation in quality physical education are essential entry points for children to learn the skills, attitudes, values, knowledge, understanding and enjoyment necessary for lifelong participation in physical activity, sport and in society at large.

### **Physical Education during school hours**

The white paper on sport and recreation for the Republic of South Africa vision 2030 has a strategic objective to maximise access to sport, recreation and physical education in every school in South Africa. It states that if South Africa wants to create a better future for its children, physical education and sports participation in schools must be a matter of priority. It also states that it can play an important role in creating motivation for, and commitment to lifelong participation and there is evidence that sport and physical activity can benefit education. Furthermore, it states that sport presents the child at school with life skills in a way unsurpassed by any other activity. Also, it states that school sport has a valuable contribution to make to the development and transformation of sport.

The support given is in the form of human resources and expertise in the implementation of structured and planned physical activity programmes according to the education curriculum. This would alleviate the pressure put on educators to achieve both in class and out of class outcomes. This will reaffirm the significant role physical education plays in the development of participants' physical literacy, well-being, health and capability by improving endurance, strength, flexibility, coordination, balance and control. When appropriately organised, taught, resourced and practiced, physical education, physical activity, recreation and sport can make distinct contributions towards a wide range of benefits to individuals, families, communities and society at large.

### **The Mass participation; Opportunity and access; Development and growth (MOD) Programme**

In the MOD Programme, recreation is utilised to create mass participation opportunities for school-going youth, as well as provide them with access to structured and planned, values-based, daily, after-school, life-skills, game-skills and talent development activities, at MOD Centres. MOD Centres are based at schools and function after-school hours, by providing the learners with access to various activities that include recreational sport, arts and culture; and which provides opportunities to be identified for next-level participation.

The MOD Programme further promotes educational outcomes by also offering academic support via the “Year Beyond” programme and/or access to the school library. Here learners can enhance their development and growth by engaging in after-school education and learning opportunities.

The coaches also encourage the learners to participate in neighbourhood-based school activities and community-based club activities, thereby utilising the skills that they have acquired and developed via the MOD Programme

### **School Sport**

The white paper on sport and recreation for the Republic of South Africa vision 2030 has a strategic objective to maximise access to sport, recreation and physical education in every school in South Africa. It states that if South Africa wants to create a better future for its children, physical education and sport participation in schools must be a matter of priority. It also states that it can play an important role in creating motivation for, and commitment to lifelong participation and there is evidence that sport and physical activity can benefit education.

Furthermore, it states that sport presents the child at school with life skills in a way unsurpassed by any other activity. Also, it states that school sport has a valuable contribution to make to the development and transformation of sport.

The programme would offer support through human and physical resources to assist with enabling schools to participate in school sport activities. Training will be offered to educators to capacitate them to deliver services, and coaches will be provided to assist educators.

### **Club Creation**

The programme within schools also form the foundation of a concept that speaks to club creation. Club creation takes place for mainly two reasons, with one being the need for a specific code of sport to be further developed; and the other being, the need to create a place where children can be involved in positive team-based activities, such as softball, rather than negative team-based activities, such as gangsterism.

Furthermore, when all the entities involved link up with an existing neighbourhood club, or create their own neighbourhood club if one does not exist in the neighbourhood, then generally, participation will take place over weekends and it will function under the auspices of the volunteer, civil society, federation-based structures.

The white paper on sport and recreation for the Republic of South Africa vision 2030 has a strategic objective to provide formal sport participation opportunities through an integrated and sustainable club structure. A network of club structures integrated into provincial and national sport structures spanning urban and rural areas across the country forms the basis of sport provision in any sport system. Sport provision, development and excellence will not be possible if there is no solid foundation of club structures in place.

## **PHILOSOPHY**

### **The Purpose**

The purpose of the programme is to focus on the holistic development of the participant, it is deemed as being imperative that the head (imagination), heart (emotion), body (recreation) and spirit (meditation), of the participant is reached. This holistic development is driven via the utilisation of recreation as the vehicle and in addition, infusing socially accepted messaging with the various coaching methodologies and practical implementation strategies, so that the participant's head, heart, body and spirit is influenced and socialised in a subliminal, positive and non-threatening way.

Similarly, the programme also influences the next-level activities that flow out of the recreation activities, as well as the communities and neighbourhoods in which the participants reside. Positive influences in communities and neighbourhoods, in turn means, positive influences for those that reside in these communities and neighbourhoods.

### **The Strategy**

The programme's values and social inclusion strategy is a process of instilling important and lasting beliefs or ideals shared by all South Africans about what is good or bad and desirable or undesirable. These teachings will positively influence a person's behaviour and attitude and serve as broad guidelines in all situations. These efforts are made to ensure a culture that gives speaks to equitable and equal opportunities for all, regardless of their background, so that all can achieve their full potential in life. This multi-dimensional process is aimed at delivering skill development initiatives that are embedded with explicit and implicit material that create conditions which enable full and active participation of every member of society in all aspects of life, including civic, social, economic, and political activities, as well as participation in decision-making processes.

The strategy will also be based on the United Nations Sport for Development and Peace prerogative that physical education, physical activity and sport can play an important role in the realisation of development, peace and post-conflict and post-disaster objectives:

- All initiatives should aim at eradicating poverty, as well as strengthening democracy, human rights, security, a culture of peace and non-violence, dialogue and conflict resolution, tolerance and non-discrimination, social inclusion, gender equality, the rule of law, sustainability, environmental awareness, health, education and the role of civil society;
- All initiatives should be promoted and utilized to support conflict prevention, post-conflict and post-disaster interventions, community building, national unity, and other efforts that contribute to the effective functioning of civil society and international development goals; and
- All initiatives should be inclusive, and culture-, gender-, age- and disability-sensitive, and include strong monitoring and evaluation mechanisms. They should encourage local ownership of projects and embody the same principles of sustainability and integrity as other physical education, physical activity and sport initiatives.

## **Curriculum**

### **CORE CURRICULUM**



The explicit curriculum includes relevant modified sport activities, including the provision of basic movement and motor skills for younger learners to encourage mass participation as well as sport code specific activities to promote excellence and talent identification. Sport code specialisation occurs when the learners affiliated with the programme move on to next level activities such as high-performance training camps, leagues and competitions.

The implicit curriculum preaches values such as social inclusion, cultural warmth and patriotism in keeping with the DCAS vision of a creative, active and inclusive Western Cape!

### **EXTENDED CURRICULUM**

This would include additional activities such as dance, singing, libraries, homework classes, health awareness messaging and any priority areas identified. This will be provided by other departments and stakeholders to ensure that the programme contributes to a range of developmental objectives, such as health, education, safety and nation building.

### **NEIGHBOURING SCHOOLS**

The programme would offer support through human and physical resources to assist with enabling the neighbouring schools of the MOD centre to participate in school sport activities. Training will be offered to educators to capacitate them to deliver services, and coaches will be provided to assist educators. This curriculum would be more specific to an activity enabling the school learners to participate in neighbourhood competitions.

### **INTENDED OUTCOMES**

The focus of the programme is on the holistic development of the participant, hence, here it is deemed as being imperative that the head (imagination), heart (emotion), body (recreation) and spirit (meditation), of the participant is reached. This holistic development is driven via the utilisation of recreation as the vehicle and in addition, infusing socially accepted messaging with the various coaching methodologies and practical implementation strategies, so that the participant's head, heart, body and spirit is influenced and socialised in a subliminal, positive and non-threatening way. Similarly, the programme also influences the next-level activities that flow out of the recreation activities, as well as the communities and neighbourhoods in which the participants reside. Positive influences in communities and neighbourhoods, in turn means, positive influences for those that reside in these communities and neighbourhoods.

#### **Intended Outcomes**

- Increase participation in early childhood development physical activities.
- Increase participation in after school physical activities.
- Quality physical education lessons being delivered at schools
- Increase participation in school sport & federation leagues.
- Increase in physical activity amongst older persons
- Career opportunities and access to high performance sport.
- Foster enabling environment for an active and winning nation.

- Improved health and safety in communities.
- Improved school attendance, discipline and behaviour.
- Reduced social ills (drugs, substance abuse, gangsterism etc.).
- Cultivate an ethos of the importance of lifelong activity.
- Increase in employment and capacity building opportunities.
- Increase of clubs in communities offering a variety of activities.

### **How the programme achieves these outcomes?**

The programme mainly focuses on filling the gap of absent initiatives to achieve the above;

- 1) Fills the gap between the time children leave school and the time their parents generally get home from work (approximately between 14h00 and 18h00), with positive activities;
- 2) Provides the community with access to safe spaces for participation in positive play, fun and recreation-based activities and opportunities;
- 3) Fills the gap between the school-based theories that are learnt and the workplace skills that are needed to perform efficiently and effectively within the world of work;
- 4) Provides values-based practice and growth opportunities, through the provision of access to skills and talent development activities, utilising recreation as the foundation and vehicle to next-level participation in activities such as sport, performing arts and cultural activities;
- 5) Fills the gap between participation at school level, e.g. School Sport and participation at Community Sport level, e.g. Club Sport. The neighbourhood Primary School and High School feeds the relevant neighbourhood club with members. Where there is no club, a club is created, utilising the resources and players of said schools;
- 6) Fills the gap between child and family. Members of families now attend matches and/or start becoming members of the said clubs, thus bringing families together;
- 7) Fills the gap between school and career. Through having access to the myriad of activities that are presented, the child is now exposed to various opportunities that assists him/her with discovering his/her career interests;
- 8) Fills the gap between unemployment and permanent employment. Most of the employees are contracted for a period of approximately 3 years. During this period, they are further capacitated with various accredited courses and this assists in preparing them for higher and/or more permanent employment;
- 9) Assists with the provision of holistic education for its participants, as the structured lessons and activities taught is underpinned by messages that speak to social inclusion and this messaging is conveyed via the implicit (hidden) curriculum that is factored into the lesson planning and plans of the coaches/facilitators;
- 10) Via its recreation-based platform and curriculum strategies, inculcates an ethos of lifelong activity into the school-going child, as well as presents him/her with an opportunity to take his/her interest(s) to another level;
- 11) Fills the employment gap within the recreation, sport, arts and culture industry, by providing access and opportunity for individuals to make a living within the industry;

- 12) Provide access and opportunities to women with employment within, and participation in, recreation, sport, arts and culture activities;
- 13) Fills the gap left within the National Sport and Recreation Plan with regards to early childhood development, physical education, club creation and club participation; and
- 14) Addresses the physical health epidemic within the province by providing school-going learners with regular and consistent physical activity.

Ultimately, the programme, through its recreation-based platform, seeks to maximise access, opportunities, development, growth and excellence at all levels of participation, in order to improve social inclusion, nation building and the quality of life of all South Africans.

### 5.3. STRATEGIC ALIGNMENT

Sustainable	Goal 1: End poverty in all its forms everywhere
Development	
Goals:	Goal 3: Ensure healthy lives and promote well-being for all at all ages
End	
poverty, protect	Goal 4: Ensure inclusive and quality education for all and promote lifelong learning
the planet,	
and ensure	Goal 5: Achieve gender equality and empower all women and girls
prosperity for all	
	Goal 8: Promote inclusive and sustainable economic growth, employment and decent work for all
	Goal 10: Reduce inequality within and among countries
	Goal 17: Revitalize the global partnership for sustainable development
National	Outcome 1: Improved quality of basic education.
Outcome	Outcome 2: A long and healthy life for all South Africans.
	Outcome 3: All people in South Africa are and feel safe.
	Outcome 4: Decent employment through inclusive economic growth.
	Outcome 5: A skilled and capable workforce to support an inclusive growth path.
	Outcome 12: An efficient, effective and development oriented public service and an empowered, fair and inclusive citizenship.
Provincial	Create opportunities for growth and jobs
Strategic Goals	Increase wellness, safety and tackle social ills

	Embed good governance and integrated service delivery through partnerships and spatial alignment
National Integrated Early Childhood Development Policy 2015	<p>Play facilities, sport and culture<sup>150</sup></p> <p>Goal: By 2030 to ensure that all infants and young children have access to play, recreational and cultural environments and facilities that are safe, inclusive, and age- and developmental stage-appropriate, especially those living in poverty, under-serviced rural areas and informal urban areas; those with disabilities; and those living in institutions.</p>
National Youth Policy 2015 – 2020	<p>To consolidate youth initiatives that enhance the capabilities of young people to transform the economy and society. This will be achieved by addressing their needs; promoting positive outcomes, opportunities, choices and relationships; and providing the support necessary to develop all young people, particularly those outside the social, political and economic mainstream. This policy emphasizes the need for various youth development efforts and interventions that holistically respond to all aspects or spheres of young people's lives</p>
Older Persons Act 13 of 2006	Chapter 2: Creating an enabling and supportive environment for older persons
National Sport and Recreation Plan	<p>To improve the health and well-being of the nation by providing mass participation opportunities through active recreation.</p> <p>To maximize access to sport, recreation and physical education in every school in South Africa.</p>
	To identify and develop talented athletes through the implementation of a structured system.
	To improve the performances of athletes and coaches by providing them with access to a comprehensive range of support programmes.

	To develop talented athletes by providing them with opportunities to participate and excel in domestic competitions.
	To develop elite athletes by providing them with opportunities to excel at international competitions.
	To ensure that South African sport and recreation is supported by adequate and well maintained facilities.
	To provide formal sport participation opportunities through an integrated and sustainable club structure.

Table 5: Strategic Alignment

## BENEFITS

The Programme has resulted in a range of benefits, from short-term achievements to long-term impacts. The importance of such a programme has never been clearer, given the following:

- a. Non-communicable diseases (e.g. diabetes and hypertension) now account for 63% of deaths worldwide. In South Africa, they result in the majority of deaths, more so than HIV/AIDS. The four main factors causing NCDs are lack of exercise, poor diet, smoking and alcohol abuse. The MOD Programme assists with the combatting of these causes by providing regular exercise and nutrition and encouraging children to adopt healthy lifestyle habits;
- b. With regard to improving academic performance – research shows that youth who spent five hours doing exercise per week performed better academically than those who were active for less than an hour (United Nations, 2003: 10) as they could retain information better. This dispels the myth that sport detracts from academic performance and in addition, it improves attendance and empowers female learners;
- c. Other benefits of the MOD programme include:
  - Improving health, well-being and reducing the likelihood of diseases;
  - Social mobilisation, bridging divides and bringing communities together;
  - Playing a major role in the education system and instilling core values;
  - Its economic value by providing employment and improving productivity;
  - Increasing awareness of the human body and respect for the environment;
  - Offering healthy alternatives and contributing to holistic development;
  - Promoting peace and helping to resolve conflicts in communities;
  - Offering an accessible space for communication w.r.t. sensitive issues;

- Subverting gender stereotypes and empowering women and girls;
- Uplifting people with disabilities and other marginalised groups.

The success of this provincial programme has attracted the attention of national government and there is a possibility that this approach may be adopted nationally. Working in schools is fundamentally important since it is accepted that physical education and sport at schools remain the main societal institution for the development of physical skills and the provision of physical activity for youth. While clubs and community organisations are vital support structures, recreation and school sport still allows the majority of youth to access opportunities through their recreation- and sport- based activities. Furthermore, a wide ranging sports participation survey in South Africa demonstrated that involvement in sport was largely due to playing sport at school (SRSA, 2009). An estimated 25% of South Africans play sport and 'Exposure to Sport at School' was cited as the biggest reason among respondents (33%) for becoming involved in sport. Reasons for non-participation included 'No interest' (24%) and 'Lack of Facilities and Opportunities' (SRSA, 2009) – again illustrating the importance of The MOD programme. Having access to a sport club or equipment was not generally regarded as an obstacle to participation, though access to good coaches, competitive sport and

physical education at schools was regarded as vital, again showing the education system remains an invaluable site for physical activity, recreation and sport.

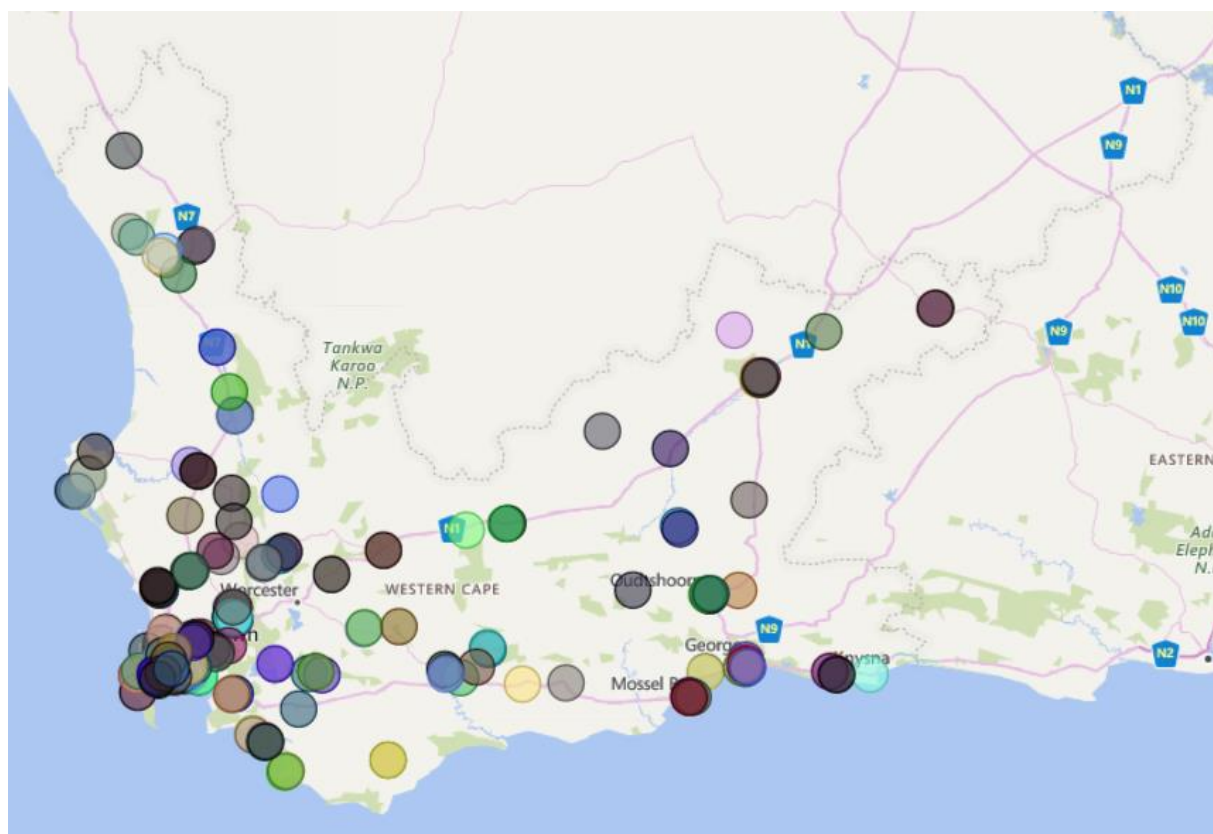
## **ACHIEVEMENTS**

The Programme has registered significant outcomes since its inception in 2010. 181 MOD centres and 134 neighbouring schools have been established or supported in underprivileged communities and over 80,000 youth have enjoyed sport and recreation activities. Over 850 community workers are employed as coaches and coordinators, not only receiving an income but being capacitated through skills development and training programmes. The programme has contributed to talent identification and transformation by ensuring youth from disadvantaged communities are given every chance to represent their region, province and country. The programme has contributed to 179 learners from the programme representing the province at the 2016 South African National Schools Championship.

### **9.1 Statistics**

There are currently a total of 73,470 learners registered in The MOD Programme and a further 8,708 registered within neighbouring schools.

Geographical representation of Centres



Registered Learners by District, Area and Municipality.

District	Area	Municipality	Number of Centres	Registered Learners
CAPE WINELANDS	CERES	WITZENBERG	3	756
CAPE WINELANDS	CLOETESVILLE	STELLENBOSCH	1	40
CAPE WINELANDS	DE DOORNS	BREEDE VALLEY	2	550
CAPE WINELANDS	GOUDA	DRAKENSTEIN	1	151
CAPE WINELANDS	KOUE BOKKEVELD	WITZENBERG	1	177
CAPE WINELANDS	MBEKWENI	DRAKENSTEIN	3	375
CAPE WINELANDS	MONTAGU	LANGEBERG	1	365
CAPE WINELANDS	NDULI	WITZENBERG	1	190
CAPE WINELANDS	PAARL	DRAKENSTEIN	11	3044
CAPE WINELANDS	PAARL-OOS	DRAKENSTEIN	1	178
CAPE WINELANDS	PNIEL	STELLENBOSCH	1	325
CAPE WINELANDS	ROBERTSON	LANGEBERG	2	1348
CAPE WINELANDS	SARON	DRAKENSTEIN	1	149
CAPE WINELANDS	STELLENBOSCH	STELLENBOSCH	6	617
CAPE WINELANDS	TOUWSRIVER	BREEDE VALLEY	2	258
CAPE WINELANDS	WOLSELEY	WITZENBERG	2	1052
CENTRAL KAROO	BEAUFORT WEST	BEAUFORT WEST	6	1425
CENTRAL KAROO	BEAUFORT-WES	BEAUFORT WEST	3	288
CENTRAL KAROO	BEAUFORT-WEST	BEAUFORT WEST	1	69

THE CASE FOR SPORT IN THE WESTERN CAPE: SOCIO-ECONOMIC BENEFITS OF SPORT AND RECREATION

CENTRAL KAROO	LAINSBURG	LAINSBURG	2	582
CENTRAL KAROO	LEEU GAMKA	PRINCE ALBERT	1	428
CENTRAL KAROO	MATJIESFONTEIN	LAINSBURG	1	24
CENTRAL KAROO	MERWEVILLE	BEAUFORT WEST	1	285
CENTRAL KAROO	MURRAYSBURG	BEAUFORT WEST	2	416
CENTRAL KAROO	NELSPOORT	BEAUFORT WEST	1	249
CENTRAL KAROO	NUEWLAND	BEAUFORT WEST	1	35
CENTRAL KAROO	PRINCE ALBERT	PRINCE ALBERT	2	230
CENTRAL KAROO	PRINS ALBERT	PRINCE ALBERT	1	37
EDEN	CALITZDORP	KANNALAND	1	205
EDEN	DYSSELSDORP	OUDTSHOORN	1	274
EDEN	GEORGE	GEORGE	6	1320
EDEN	GROOT BRAKRIVIER	MOSSEL BAY	2	1128
EDEN	HEIDELBERG	HESSEQUA	1	435
EDEN	KNYSNA	KNYSNA	5	532
EDEN	KWANONQABA	MOSSEL BAY	1	209
EDEN	MOSSEL BAY	MOSSEL BAY	4	1362
EDEN	OUDTSHOORN	OUDTSHOORN	7	570
EDEN	PACALTSDORP	GEORGE	2	502
EDEN	PLETTENBERG BAY	BITOU	1	771
EDEN	RIVERSDAL	HESSEQUA	1	143
EDEN	WOLSELEY	WITZENBERG	1	520
METRO CENTRAL	ATHLONE	CITY OF CAPE TOWN	12	3053
METRO CENTRAL	BONTEHEUWEL	CITY OF CAPE TOWN	1	489
METRO CENTRAL	CAPE TOWN	CITY OF CAPE TOWN	1	555
METRO CENTRAL	GUGULETHU	CITY OF CAPE TOWN	3	779
METRO CENTRAL	HEIDEVELD	CITY OF CAPE TOWN	2	1114
METRO CENTRAL	HOUT BAY	CITY OF CAPE TOWN	3	680
METRO CENTRAL	KENSINGTON	CITY OF CAPE TOWN	1	173
METRO CENTRAL	LANGA	CITY OF CAPE TOWN	4	740
METRO CENTRAL	MANENBERG	CITY OF CAPE TOWN	6	2002
METRO EAST	EERSTERIVER	CITY OF CAPE TOWN	4	1167
METRO EAST	FIRGROVE	CITY OF CAPE TOWN	1	110
METRO EAST	FISH HOEK	CITY OF CAPE TOWN	1	115
METRO EAST	GEORGE	GEORGE	1	285
METRO EAST	KHAYELITSHA	CITY OF CAPE TOWN	11	2867
METRO EAST	KRAAIFONTEIN	CITY OF CAPE TOWN	16	1407
METRO EAST	KUILS RIVER	CITY OF CAPE	1	1064



THE CASE FOR SPORT IN THE WESTERN CAPE: SOCIO-ECONOMIC BENEFITS OF SPORT AND RECREATION

		TOWN				
METRO EAST	MACASSAR	CITY OF CAPE	2	1262		
METRO EAST	MFULENI	TOWN CITY OF CAPE	2	355		
METRO NORTH	LOCATION ATLANTIS	TOWN CITY OF CAPE	8	1842		
METRO NORTH	BELHAR	TOWN CITY OF CAPE	3	922		
METRO NORTH	BELLVILLE-SOUTH	TOWN CITY OF CAPE	2	1093		
METRO NORTH	BISHOP LAVIS	TOWN CITY OF CAPE	6	1392		
METRO NORTH	DELFT	TOWN CITY OF CAPE	2	1153		
METRO NORTH	DELT	TOWN CITY OF CAPE	1	657		
METRO NORTH	EERSTERIVER	TOWN CITY OF CAPE	1	464		
METRO NORTH	ELSIES RIVER	TOWN CITY OF CAPE	2	320		
METRO NORTH	KALKSTEENFONTEIN	TOWN CITY OF CAPE	1	247		
METRO NORTH	KILLARNEY	TOWN CITY OF CAPE	1	589		
METRO NORTH	KRAAIFONTEIN	TOWN CITY OF CAPE	2	831		
METRO NORTH	MILNERTON	TOWN CITY OF CAPE	1	851		
METRO NORTH	MONTANA	TOWN CITY OF CAPE	1	461		
METRO NORTH	RAVENSMEAD	TOWN CITY OF CAPE	1	635		
METRO NORTH	TABLEVIEW	TOWN CITY OF CAPE	1	545		
METRO NORTH	UITSIG	TOWN CITY OF CAPE	1	428		
METRO SOUTH	FISH HOEK	TOWN CITY OF CAPE	1	251		
METRO SOUTH	GRASSY PARK	TOWN CITY OF CAPE	5	810		
METRO SOUTH	LAVENDER HILL	TOWN CITY OF CAPE	3	986		
METRO SOUTH	LOTUS RIVER	TOWN CITY OF CAPE	1	458		
METRO SOUTH	MITCHELLS PLAIN	TOWN CITY OF CAPE	6	4975		
METRO SOUTH	MITCHELL'S PLAIN	TOWN CITY OF CAPE	1	464		
METRO SOUTH	NEW CROSSROADS	TOWN CITY OF CAPE	1	606		
METRO SOUTH	NYANGA	TOWN CITY OF CAPE	4	626		
METRO SOUTH	OCEAN VIEW	TOWN CITY OF CAPE	1	179		
METRO SOUTH	PHILIPPI	TOWN CITY OF CAPE	1	416		
METRO SOUTH	RETREAT	TOWN CITY OF CAPE	5	1013		

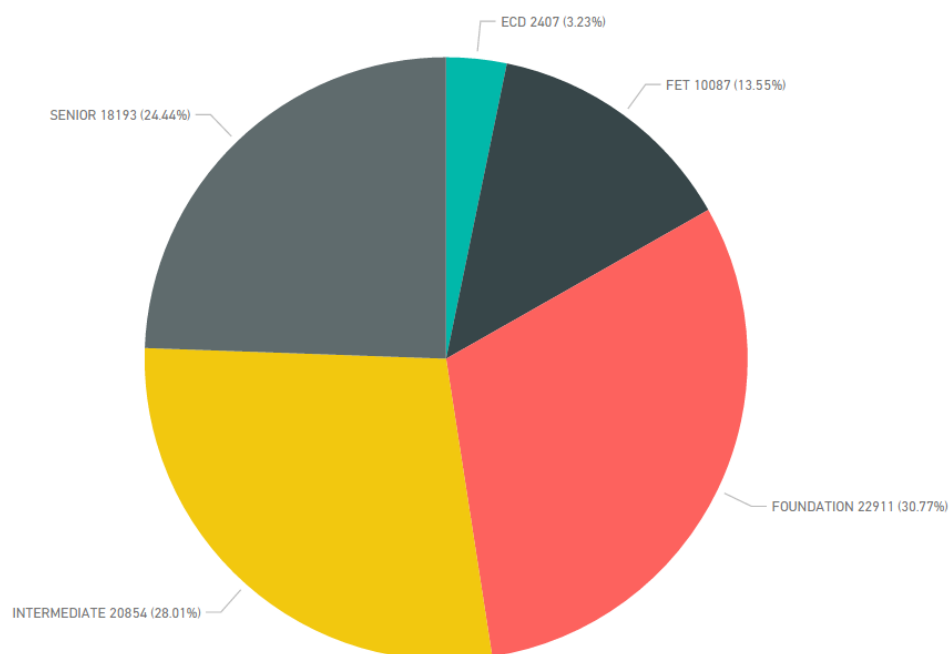
THE CASE FOR SPORT IN THE WESTERN CAPE: SOCIO-ECONOMIC BENEFITS OF SPORT AND RECREATION

		TOWN		
METRO SOUTH	STEENBERG	CITY OF CAPE TOWN	8	679
METRO SOUTH	WELTERVREDEN	CITY OF CAPE TOWN	1	543
OVERBERG	BARRYDALE	SWELLENDAM	2	893
OVERBERG	BREDASDORP	CAPE AGULHAS	2	1625
OVERBERG	GANSBAAI	OVERSTRAND	3	285
OVERBERG	GENADENDAL	THEEWATERSKLOOF	2	526
OVERBERG	GRABOUW	THEEWATERSKLOOF	6	747
OVERBERG	GREYTON	THEEWATERSKLOOF	1	91
OVERBERG	HAWSTON	OVERSTRAND	2	41
OVERBERG	HERMANUS	OVERSTRAND	4	1321
OVERBERG	SUURBRAAK	SWELLENDAM	1	105
OVERBERG	SWELLENDAM	SWELLENDAM	3	1200
OVERBERG	VILLIERSDORP	THEEWATERSKLOOF	2	481
WEST COAST	BITTERFONTEIN	MATZIKAMA	1	129
WEST COAST	CITRUSDAL	CEDERBERG	3	1659
WEST COAST	CLANWILLIAM	CEDERBERG	2	602
WEST COAST	GOEDVERWACHT	BERGRIVIER	1	133
WEST COAST	KLAWER	MATZIKAMA	1	108
WEST COAST	KOEKENAAP	MATZIKAMA	1	155
WEST COAST	LUTZVILLE	MATZIKAMA	2	859
WEST COAST	MALMESBURY	SWARTLAND	4	1064
WEST COAST	MOORREESBURG	SWARTLAND	1	1004
WEST COAST	PIKETBERG	BERGRIVIER	2	317
WEST COAST	PORTERVILE	BERGRIVIER	1	808
WEST COAST	RIEBEECK-KASTEEL	SWARTLAND	1	122
WEST COAST	RIEBEECK-WES	SWARTLAND	1	147
WEST COAST	SALDANHA	SALDANHA BAY	3	1083
WEST COAST	ST HELENABAAI	SALDANHA BAY	1	195
WEST COAST	VANRYHNSDORP	MATZIKAMA	1	660
WEST COAST	VREDENBURG	SALDANHA BAY	3	764
WEST COAST	VREDENDAL	MATZIKAMA	2	275
WEST COAST	VREDENDAL-NORTH	MATZIKAMA	1	512
<b>Total</b>			<b>315</b>	<b>82178</b>

### Registered Learners by Gender



### Registered learners by educational phase



### 9.2 Optimising School Sport and Physical Activity

One of the major benefits of the programme is the provision of sport, arts and culture coaching at schools which have been previously disadvantaged and unable to offer such opportunities to their learners and community. The MOD Centres and neighbouring schools have allowed schools to broaden the range of sport, arts and culture they offer, provide

quality coaching, talent identification processes and further opportunities for gifted learners. The programme has also assisted educators who no longer have to shoulder all the responsibility for delivering sport, arts and culture.

### 9.3 New Sporting Codes

There is no doubt that the programme has introduced new sporting codes and activities to communities. In a country dominated by football, rugby, cricket, and to a lesser extent, netball and athletics, minnow codes are often side-lined. The programme gives learners a chance to try their hand at 16 codes, including indigenous games which is essential to preserving African cultural heritage.

### 9.4 Talent Identification

The programme contributes greatly to talent identification and the process of creating sporting excellence. The programme gives talented learners the chance to showcase their skills and receive quality coaching. The most gifted athletes are then selected for a regional or provincial next level activities, where they compete against other talented learners.

### 9.5 Club Support and Formation

The programme has contributed to the support of sport and recreation clubs by supplying these clubs with athletes and providing further employment for many coaches at these clubs. This is an actualisation of the national department's directive for Sport and Recreation departments to support the work of federations. The programme also directly contributed to the generation of 63 new sporting clubs in the province.

### 9.6. Genre Development

There is no doubt that the introduction of Arts and Culture genres have had an unprecedented impact at schools, offering children the chance to engage in music, dance and the performing arts, as well as sport and recreation.

### 9.7 Feeding Programme

The feeding programme provided by the WCED has been successfully initiated at 181 MOD Centres across the province. All learners participating at these schools receive a nutrition pack. Attendance has increased notably since the introduction of the food packs as it provides participants with the fuel to be physically active. Furthermore, in certain communities it is the only proper meal that learners receive on a daily basis.

### 9.8 Employment and Skills Development

The programme provides employment for over 850 community workers across the Western Cape, thus contributing to job creation and economic development. In addition, individuals are provided with training in the form of coaching courses (code-specific) as well as First Aid and Event Management, among other qualifications. This increases their capacity and future employability, with many leaving the programme for permanent employment. Many coaches feel they have gained confidence from the programme.

### 9.9 Safe Community Space

The coaches also provide a safe space for learners to play and be active and certain learners feel more comfortable speaking to their coach than their parents. In this regard, DSD may provide counselling services through the MOD programme as many of the learners face severe social problems.

### 9.10 Learners

There is no doubt that many learners are inspired by the programme and afforded a chance to play and be active when there were no previous opportunities available. Many participants emphasised their enjoyment of the programme, whether it was for the sport, recreation, music and dance, food pack or just the ability to play in a safe space, connect with the coaches and be among their friends and peers.

“I come to play sport. I come to play cricket and rugby. I come to play here every day.” (Learner, Winelands)

“It’s fun. It keeps us off the streets...It keeps you fit. It keeps you healthy” (Learners, Hout Bay)

### 9.11 Improved Attendance and Academic Performance

Certain schools have reported an increase in attendance and improved academic results since inception of the Programme. In addition, school management felt that learners’ behaviour (especially discipline) and ability to handle difficult situations had improved greatly due to skills learnt in the programme.

### 9.12 Social Inclusion

The programme has certainly helped with social inclusion and the integration of communities inundated with social problems. The programme is not only a resource for learners but for the community.

“This is what the community needs. People sit around and drink, they are busy with sex, drugs, abuse, negative influences. Here they have a golden opportunity – become a sportsman, a dancer, earn a living.” (Principal)

### 9.13 Deviant Behaviour

The programme has helped keep youth engaged and productive after hours and away from social ills such as gangsterism, drug and alcohol abuse, crime, violence and difficult home environments.

“A few years ago, 50% of one Grade 9 class tested positive for dagga. It was in the newspaper. Now we have saved 15 kids that were doing drugs. They are in the programme.” (Community Leader)

#### 9.14 Partnerships

The Department has pioneered several partnerships with other government departments, NGOs and other stakeholders to ensure the optimisation of the programme. The partnership with the WCED has ensured that learners at 181 schools receive nutrition packs daily, and partnership with Department of Social Development has incorporated a referral services for learners with social problems. The WCED allows the programme to take place at schools and has formed a Joint Provincial Task Team with DCAS, while Departments of Health and the Premier are both involved in the programme. DCAS launched a successful partnership with Northlink College, which provided training opportunities for all coaches and recognition of prior learning, where coaches can add a few modules to what they have already completed to add to the completion of a qualification. The department works closely with LoveLife, contracting the organisation to run HIV/AIDS and Life Skills workshops for participants and coaches. DCAS has also partnered with Virgin Active who provides gym equipment at identified schools, giving learners and the greater community the chance to access these gyms free of charge, as well as providing learnerships for students and coaches to study further. The department collaborates with several other service providers and tertiary institutions such as University of the Western Cape (UWC) and the University of Cape Town to assist with monitoring and assessing of the programme and behavioural research on participants. There is also a partnership with Petra Institute of Development where their students are offered the opportunity to complete the practical component of their studies, by utilising allocated times provided for this purpose within the programme and this is currently being tested.

#### 9. 15. School Infrastructure improvement

Due to the collaboration between DCAS and WCED there has been improvements made on the infrastructure at certain schools that house MOD Centres or Neighbourhood Schools. This improvement includes the building of school halls and/or the development of the recreation and sport facilities. This has led to adequate facilities being available on a daily basis. Consequently, learners now have every opportunity to improve their relevant skills. A community can now observe other teams participating in their neighbourhood, as matches are now played on a home and away basis.

### CONCLUSION

It is clear that the MOD Centres are a flagship programme of DCAS and of the province, having been endorsed by the Premier and the Western Cape Government, while being selected as a pilot within the National Development Plan – this is merely testament to the good work done through the programme.

The programme has provided sport and recreation opportunities to learners and youth in historically disadvantaged schools and communities across the province while ensuring employment and capacity building opportunities for community workers. The programme supports identification, confirmation and development of talent, laying an enabling environment for 'an active and winning nation'.

The Programme has assisted greatly with the transformation of sport in the province and country by reversing historical inequities and ensuring that opportunities are provided for the needy and marginalised. Furthermore, the programme has contributed to improved school sport structures, complementing the prioritising of Physical Education in the curriculum and formation of school sport leagues. The programme, especially the neighbourhood approach has assisted with the support and formation of club structures, ensuring community development through the school and club networks.

Beyond the playing field, the programme has contributed to the overall education system, resulting in improved attendance and discipline as well as better academic performance at certain schools. Deviant behaviour appears to have decreased with learners less likely to engage in drug abuse, sex, gangsterism and other social ills. The programme has improved social inclusion and created a safe community space, helping learners to boost their self-esteem, physical health, spiritual, and psychosocial abilities.

The introduction of Arts and culture genres has been hugely successful. The arts and culture classes has stimulated learners and educators alike, and resulted in a number of showpiece performances by the schools. The provision of food packs at selected centres has ensured that learners do not exercise on an empty stomach while social referral services are provided to ensure that youth with social problems can receive the appropriate support.

While the achievements listed above are impressive, there is a need to generate greater evidence-based research around the impact of the programme. The programme has been running since 2010 and has undergone many adjustments making it difficult to measure overall impact, but the directorate has conducted a number of internal assessments and has undergone numerous external assessments.

In conclusion, it is clear that the programme has made tremendous progress in ensuring access and opportunity, mass participation, talent identification and skills development since its inception in 2010. The programme has expanded significantly and faces a range of challenges which need to be tackled in order for the programme to move forward and realise the vision of a creative, active and inclusive Western Cape.

## REFERENCES

BMI Sport Info (2007). A Case for Sport in the Southern African Development Community (SADC), unpublished paper.

185

Department of Sport and Recreation South Africa (SRSA). 2009. A Case for Sport and Recreation: The Social and Economic Value of Sport. SRSA. Pretoria.

Department of Sport and Recreation South Africa (2009). School Sport, accessed March 12, 2010, available at: <http://www.srsa.gov.za/PageMaster.asp?ID=243>.

Babbie, E. & Mouton, J. 2001, "The Practice of Social Research" Cape Town: Oxford University Press.

Bauer, M.W and Gaskell, G. 2000. Qualitative Researching With Text, Image And Sound. A Practical Handbook. London: Sage Publications.

Boddy, Janet, Cameron Claire, Moss, Peter. 2006. Care Work: present and future. Routledge: London.

Brink, Van Der Walt and Van Rensburg (2006:133). "Fundamentals of Nursing Methodology for Health Care Professionals. Cape Town: Juta.

Carstens, Alison Lee. 2007. "The Experiences of youth-care workers caring for youth at risk". Masters Thesis. Stellenbosch University.

Coalter, F. 2007. A wider Social role for sport: who's keeping the score? Routledge: New York

Cuskelly, G. Hoyer, R. Auld, C. 2006. Working with volunteers in Sport: theory and practice. Routledge: New York

Creswell, J. W. (2003). Research Design. (2nd ed.). California: Sage Publications.

Davids, Ismail, Theron, Francois, Maphunye, Kealeboga J. 2005. Participatory development in South Africa: a development management perspective. Van Schaik Publishers

De Beer, F. & wanepoel, and H. 1998, Community development and beyond: issues, structures and procedures, JL van Schaik.

Edward, S and Skinner, J. (2009). Qualitative Research in Sport Management. London. Butterworth-Heinemann.

Estrella, M. 2000, learning from Change: Issues and experiences in participatory monitoring and evaluation, IDRC (International Development Research Centre).

Fitzgerald Patrick, McLennan Anne, Munslow Barry. 1995. Managing sustainable development in South Africa. Cape Town: Oxford University Press

Graziano, A, M and Raulin, M, L. (2007). Research Methods: A process of Inquiry. US. Pearson Education.

Hoff, M.D, (ed). 1998. Sustainable community development: studies in economic, environmental, and cultural revitalisation. New York: Lewis Publishers.

186

Hylton, K. Bramham, P. (eds). 2008. Sports Development: policy, process and practice. Routledge: London.

Immas, L.G.M & Rist, R.C. (2009). The road To Results: Designing and Conducting Effective Development Evaluations. The World Bank.



- Kitzinger, J. 1995, "Introducing focus groups", *BMJ: British Medical Journal*, vol. 311, no. 7000, pp. 299-302.
- Kothari, C. 2004, *Research methodology: methods and techniques*, New Age International.
- Korten D.C. 1984, "Strategic organization for people-centered development", *Public administration review*, vol. 44, no. 4, pp. 341-352
- Kusek J & Ray C. 2004, "Ten steps to a Result-Based Monitoring and Evaluation System". The International Bank for Reconstruction and Development: The World Bank: Washington.
- Midgley James, Anthony Hall, Margaret Hardiman, Narine Dhanpaul. 1986. *Community participation, social development and the State*. Methuen: London
- Oakley, P and Clayton, A. 2000. *The Monitoring and Evaluation of Empowerment: A Resource Document; Occasional Papers Series No. 26*. INTRAC: UK. (<http://www.intrac.org>)
- Orford J. 1992. *Community psychology: theory and practice*. New York: John Wiley & Sons.
- Paula Romanow, David Bruce 2006. *Communications & Capacity Building: Exploring Clues from the Literature For Rural Community Development*. *Journal of Rural and Community Development*, Vol 1, Issue 2.
- Rubin, F. 1995, *A basic guide to evaluation for development workers*, Oxfam Publication.
- Somekh, B and Lewin, C. (2005). *Research Methods In the Social Sciences*. London. Sage Publication.
- Swanepoel, H. & De Beer, F. 2006, *Community Development: breaking the cycle of poverty*, Juta Academic.
- Sanders, B. Phillips, J. Vanreusel B. 2012. Opportunities and challenges facing NGO's using sport as a vehicle for development in post-apartheid South Africa. *Sport, Educaion and Society* 2012, 1-17.
- Sanders, B. (2012). Can Sport Tackle Inequality in South Africa? in *International Platform on Sport and Development*, accessed 24/05/2013, available at: <http://www.sportanddev.org/?5079/Can-sport-tackle-inequality-in-South-Africa>
- South African Government, 2001, *The White Paper on Sport and Recreation (Revised in 2011)*. The South African Government Printer. Pretoria.
- South African Government, 1998, the National Sport and Recreation Act, 1998 (No 110 of 1998) and Amendment Act (No 18 of 2007). South African Government Printer. Pretoria.
- 187
- South African Government, 1997, *The South African Institute for Drug Free Sport Act of 1997 (Act no 14 of 1997) and Amendment Act 25 of 2006*, The South African Government Printer. Pretoria.
- South African Government, the Safety at Sport and Recreation Events Act of 2010 (Act No 2 of 2010). South African Government Printer. Pretoria.
- South African Government, the National Sport and Recreation Act (110/1998), The South African Government Printer. Pretoria.
- South African Government, the Bidding and Hosting of International Sport and Recreation Events Regulations (Gazette Number 33211 – Regulation 433); The South African Government Printer. Pretoria.

South African Government, the School Sport Mass Participation Policy 2011, The South African Government Printer. Pretoria.

Swanepoel, H.J. 1997, Community development: putting plans into action, Juta.

Terre Blache, M and Durrheim, K. 1999. Research In Practice. Cape Town: UCT PRESS

Travis, Raphael, McFarlin, Natalie, Van rooyen Colin AJ, Gray Mel. Community development in South Africa: its use as an intervention strategy. International Social Work, 1999. 42(2). Pp 177-187.

United Nations (2003). Sport for Development and Peace: Towards Achieving the Millennium Development Goals, New York: United Nations.

Vernooy, R., Qiu, S. & Xu, J. 2003, Voices for change: participatory monitoring and evaluation in China, IDRC.

Visser, Maretha, Beyer, Johan, du Preez, Elizabeth, Eskell-Blokland Linda, Gcabo Melvyn Freeman Rebone, Govender KayMarlin, Mokwena Feroza Kaldine Makgathi, Moleka Anne-Gloria, Radebe Inge Petersen Brenda, Ratele Kopano, Viljoen Gerhard. 2007. Contextualising community psychology in South Africa. Cape Town. Van Schaik Publishers.

Wengraf, T. 2001, Qualitative research interviewing: Biographic narrative and semi-structured methods, Sage Publications Ltd.

Western Cape Provincial Government, 2008, The Western Cape Department of Sport: Rainbow Paper on Sport and Recreation. DCAS. Cape Town.

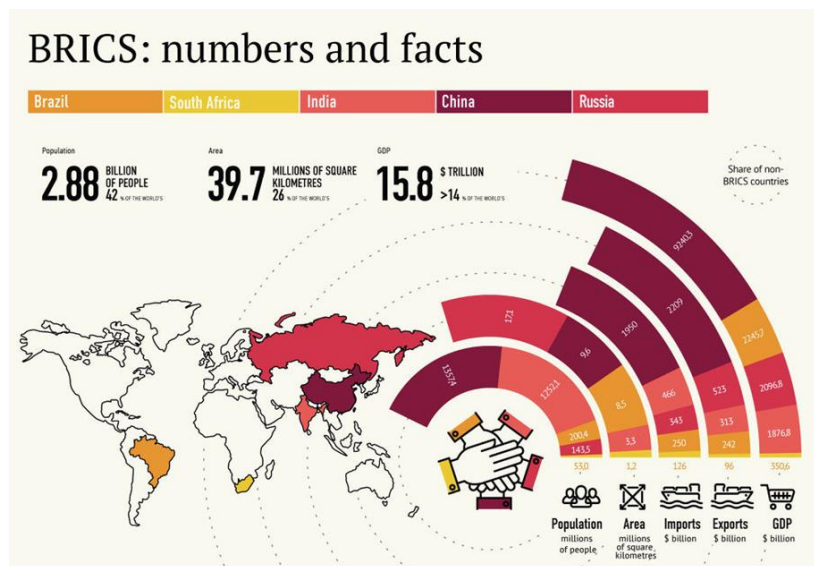
Western Cape Department of Sport, 2009, Guidelines for Funding as well as the Western Cape Department of Sport: Sport Transformation Charter. DCAS. Cape Town.

### CASE 3: THE SHANDONG/ WESTERN CAPE GOVERNMENT-TO-GOVERNMENT PARTNESHIP: THE INTERNATIONAL SPORT EXCHANGE PROGRAMME (SEP) <sup>32</sup> (2017)

By Dr Ivy Chen  
November 2017

#### 1. Introduction and background<sup>33</sup>

1.1 . The Republic of South Africa and the Peoples' Republic of China's formal diplomatic relations were established in January 1998. The two countries are strategic partners in global relations, particularly the advancement of South-South cooperation. South Africa and China continue to enjoy good bilateral relations and are determined to increase interaction in trade, investment and tourism. South Africa and China are partners within the BRICS grouping (world' leading emerging economies) and have become important and strategic players within the geological affairs. South Africa participated in the 2011 BRICS summit held in China, India 2012 and had an opportunity to host the 5<sup>th</sup> annual summit held in Durban, 2013 and China Africa Summit 2015 in Johannesburg. This affirms South Africa's stand to strengthen relations, access markets, promotion of intra-trade & investment and culture exchange etc. with the rest of the world including China.



Source: adapted form BRICS Summit 2015

1.2 . The Western Cape Province of the Republic of South Africa and the Shandong Province of the People's Republic of China enjoy friendly bilateral relations which were also established in 1998. Shandong is a coastal province in Northern China, and is considered the birthplace of ancient Chinese culture, with a rich tapestry of local history.

<sup>32</sup> Ivy Chen, sworn interpreter in Chinese Thai of the High Court, South Africa. The paper is a shortened, adapted version of the author's case study as part of the PhD thesis supervised by Prof. Christo De Coning and Dr. Leon G. Pretorius at School of government (SOG).

<sup>33</sup> Courtesy of Directorate: International Relations

The Western Cape and Shandong are partners within the Regional Leaders' multilateral forum since 2008. This is a forum of seven Regions/Federal States/ Provinces from five continents and in which perspectives and strategies for sustainable world are discussed under the main topic 'Policy for Generations'. The Regional Leaders emphasizes that an exchange of views and experiences among other things and comparisons at policy levels are particularly valuable and concrete cooperation could be proactively and effectively developed in certain fields of common concern and interest. The Western Cape attended the 4<sup>th</sup> edition of Regional Leaders' summit hosted by Shandong in Jinan from the 4<sup>th</sup> till 10<sup>th</sup> August where it became the member. Consequently the Western Cape hosted the 5<sup>th</sup> Summit in September 2010 and the 6<sup>th</sup> Summit was hosted by Sao Paulo, Brazil in April 2012. Bilateral discussions between Shandong and the Western Cape during this Summit focused on possible cooperation in agriculture, aquaculture, tourism and culture. The Premier and Governor could use the opportunity to share ideas regarding the next Regional Leader Summit and cooperation with that multilateral forum.

## 2. Historical context, contemporary trends and nature of activity

### 2.1. Agreements signed between the Republic of South Africa and the People's Republic of China (PRC)

South Africa adheres to the Once China policy, which it adopted in 1998. South Africa's adoption of the policy is consistent with international law, which recognizes Tibet to be an inalienable part of China. The Bi- National Commission (BNC) established in 2002 became a key vehicle of facilitating relations between the two countries. Through it, critical decisions such as the establishment of the 2008 strategic dialogue, economic and trade, education, environmental affairs, poverty alleviation, agriculture, environmental affairs, health and public service and administration agreements were discussed. Kindly refer to the attached country profile, with more information on China SA relations.

	The PRC	South Africa
Population	1,355,692,576 (July 2014 est.)	48,375,645 (July 2014 est.)
Government type	Socialist/Communist state	Republic (democratic)
Size of economy	Second largest	Twenty seventh
GDP	\$8.939 trillion	\$353.9 billion (2013 est.)
GDP - real growth rate	7.6% (2013 est.)	2% (2013 est.)
Exports	\$2.21 trillion (2013 est.)	\$91.05 billion (2013 est.)
Imports	\$1.772 trillion (2013 est.)	\$99.55 billion (2013 est.)
Budget	revenues: \$2.064 trillion expenditures: \$2.251 trillion (2013 est.)	revenues: \$88.53 billion expenditures: \$105.5 billion (2013 est.)
Military forces	2,285,000 (active), 800,000 (reserve)	39,445 (active), 12,300 (reserve)

Source: adapted from Central Intelligence Agency: The World Fact Book 2013

## **2.2. Agreements signed between the Western Cape Province and Shandong Province**

**2.2.1. Joint Communiqué** – signed by Former Director- General L. D Barnard, 12 March 1998 at the Elsenburg Agricultural College. The Joint Communiqué is intended to give effect to cooperation in 1) trade, 2) tourism, 3) education, 4) culture and 5) agriculture. The parties were to investigate the implementation of projects to encourage mutual exchange in trade, tourism, education, culture and agriculture and information exchange.

**2.2.2 Protocol**- signed by Former Premier Gerald Morkel, 26 November 1998 in Cape Town. The Protocol on the establishment of friendly relations confirmed the commitment of the two provinces to cooperate in 1) trade, 2) science and technology, 3) education, 4) cultural exchange and 5) tourism.

**2.2.3. Memorandum of Understanding**- signed by Former Premier Gerald Morkel, 12 June 2000 in Jinan. The Memorandum of Understanding committed the two provinces cooperate in 1) agriculture, 2) trade and investment, 3) economic cooperation and 4) exchanges and cooperation in tourism, 5) education, 6) culture, 7) sport, 8) environment and 9) public health. Furthermore both partners agreed to promote exchanges and cooperation through reciprocal visits by the leadership, trade delegations or other persons or groups that can promote the spirit of the MOU, exchange information on economic policy and regulatory framework, investment and trade opportunities. Although the Province receives incoming delegations on a regular and consistent basis, no tangible projects have flown from the partnership.

**2.2.4. Joint Declaration**- signed by Former Premier Ebrahim Rasool, 17 June 2004 in Cape Town. The Joint Declaration was signed to further develop friendship and cooperation in the fields of 1) culture and 2) education. The leaders agreed that there remains immense potential for mutual economic and social development. The Provincial Governments agreed to support and encourage the development of interpersonal contacts and exchanges, cooperation and mutual understanding and friendship, enhance cultural exchanges through programs such as cultural exhibitions and theatrical performances, support education and training cooperation and encourage the respective universities to establish friendly relations and enter into joint research projects, cooperation between International Relations Offices to coordinate governmental and non-governmental relations and promote high level visits.

**2.2.5. Joint Declaration**- signed by Former Premier Ebrahim Rasool, 20 July 2006 in Cape Town. The Joint Declaration was signed to further consolidate and develop cooperation between the Western Cape and Shandong Provinces. The leaders agreed to pay close attention to and encourage 1) economic trade and cooperation, 2) encourage competitive companies to invest in partner regions', 3) enhance cooperation in agriculture, 4) support and expand cooperation in the fishery and cooperate in technology and the aquaculture industry,

5) encourage cooperation in the tourism sector, particularly through government agencies, 6) ensure focused cooperation in education, youth exchanges and research in language and culture, and 7) develop cooperation in energy and medical care through the Regional Leaders' Summit. The 2006 Joint Declaration was followed by a Framework of Agreement for Further collaboration which explored the possibility of implementing the student exchange project. The proposal was made for the exchange of 3- 5 interns of government/ young professionals to enhance their linguistic abilities: English lessons for the Chinese candidates and Mandarin lessons for the Western Cape candidates who would be trained in the Partner's province for a period of 2 years. It was envisioned that the candidates would act as facilitators/ translators during official visits. The project has not yet been implemented.

**2.2.6. Joint Declaration-** signed by Former Premier Ebrahim Rasool, 31 October 2007 in Jinan. The Joint Declaration was intended to further consolidate cooperation by the two partners. The partners realized that the Sino- Africa relations were important in the context of the New Partnership for Africa's Development (NEPAD). The leaders agreed that there was a need for further development in the following areas:

- 1) The expansion of bilateral trade and investment,*
- 2) strengthen cooperation in education and promote dialogue between the education Departments of the two Provinces,*
- 3) Expand exchanges and cooperation in agriculture (including the plantation sector, agricultural machinery, horticulture, fruits and vegetables),*
- 4) promote cooperation in the tourism sector,*
- 5) promote cooperation in sports and cultural affairs,*
- 6) learn from each other in areas of transport and public works,*
- 7) Cooperate in health, including collaboration in Tuberculosis and traditional medicine.*

### **3. Institution Arrangement**

Institutions need to include more strategically the role of practitioners leading transformation processes, through adapted human resource development plans that offer attractive career paths to retain talent and promote the role of practitioners, while proactively systematising experiences to ensure the preservation of "Institutional memory".

In term of Support the institutional capacities of knowledge exchange partners, it is suggest that:

- Policy and institutional arrangements for knowledge exchange need to be developed at the country level and supported by international partners;
- Long term (LT) relations can also be sustained if knowledge sharing among partners covers a broad range of sectors and fully involve a diverse sent of actors such as local governments, civil society, private sector and academia as part of broad-based horizontal partnerships;
- Based on existing evidence, policy-makers, practitioners, civil society and academia should

engage in a country-level debate on existing challenges and shortcomings, especially in areas such as information systems, outreach to national constituency, documentation of experiences, result orientation, transparency and accountability to national stakeholders;

- Feedback and peer review from national and international partners is critical to enrich these discussions, and lessons from exiting thematic plate forms;
- Policy -makers need to fully endorse medium-term funding mechanisms, a clear policy framework and sustained political engagement;
- Practitioners from public or private institutions should take the lead in the implementation and need to permanently interact with policy-makers;
- International and multilateral organisations should act as connectors to link countries to relevant sources of knowledge, especially in case of actors with weaker institutional capacities;
- Review of good practices, evidence on knowledge exchange should be further documented;
- Systematised and monitored, making use of in-country analytical capacities and in partnership with specialized civil society and academia institutions, as well as their regional networks and inter-regional dialogues;

#### **4. Lessons and Experience Theory of Change (ToC) on Partnerships**

##### **4.1. Sport partnership for development**

UNESCO's International Charter of Physical Education, Physical Activity and Sport of 2015 highlights in Article 1.1:

*[E]very human being has a fundamental right to physical education, physical activity and sport [...]", and in Article 1.2: "The freedom to develop physical, psychological and social well-being and capabilities through these activities must be supported by all governmental, sport and educational institutions (UNESCO, 2015).*

With these premises, sport has gained great relevance in the social context, and supporting sport activities by governments, public authorities, schools and relevant private organisations has become a priority, (Kogan et al.2006; Shapiro, 2005).

As these aspects are ever more relevant, the adoption of sport partnerships appears as one strategy to overcome these constraints, through reinforcing resources of a diverse nature. In fact, cooperation in the sports context is a frequent and habitual phenomenon: Due to its social dimension, sport usually requires the interaction of a number of actors and groups, at both the informal and formal level.

However, the nature of partnerships in sports is different from those encountered in traditional industrial settings (Wolfe et al., 2002; Wäsche, 2015). What predominantly distinguishes sport partnerships is the involvement of public institutions and non-profit associations, so that commercial or business-related objectives recede into the background. In fact, Babiak (2007) found legitimacy, stability, reciprocity and efficiency as prevailing motives for sport partnership. Zagnoli and Radicchi (2010) and Woratschek et al., (2014) proposed that value creation in sport management should embrace a process of interacting social actors integrating different resources.

#### **4.2. Bilateral relation SEP Shandong and WCG**

During 30 October-6 November 2007, the government delegation of Western Cape province (Sports Department of the Western Cape Province) visited the Shandong Province (Shandong Sports Bureau). The outcome of this visit resulted in a memorandum of Sports Cooperation between the two provinces. The memorandum states that the two sport administrations would visit each other every year and engage in the exchange of sport expertise and Knowledge. Interest Areas included: Disability sport; Mass participation; School sport/Physical education; High performance sport/elite sport.

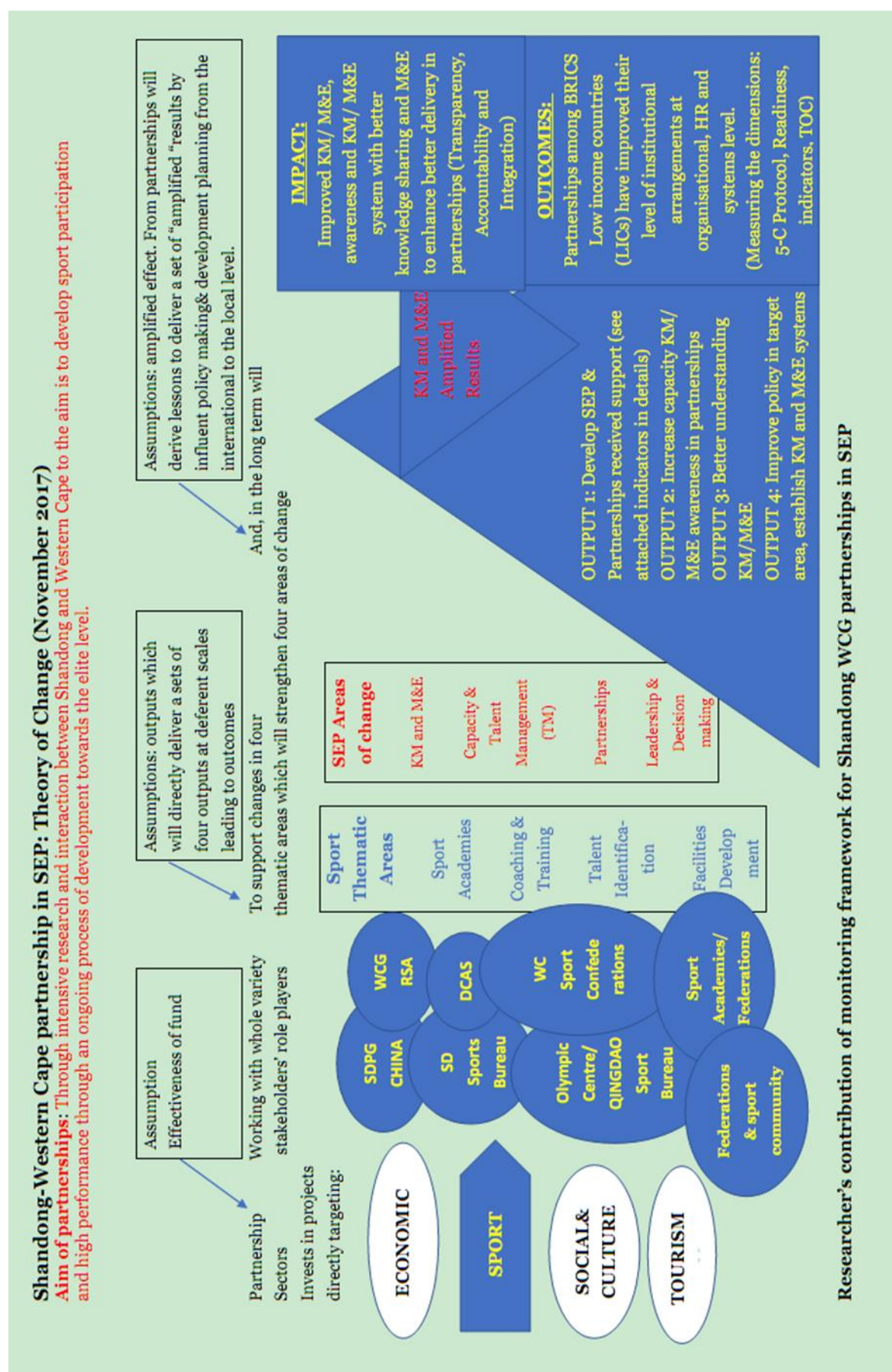
On 14 November 2012, the Shandong Sports Bureau visited the Western Cape and engaged with the Department of Cultural Affairs and Sport (DCAS) on possible ways for the exchange in sport knowledge and expertise. From this meeting, the initial agreement was scaled down to 4 areas: Sport Academics; Training and Coaching; Talent Identification; Facilities Development. The actual visit is carried out in an efficient and effective manner.

#### **5. Conclusion**

It was concluded that the WCG and Shandong partnership is successful, but that implementation is not good enough yet, the need existed as the potential to implement a successful Knowledge Management (KM) initiatives generally, will assist to facilitate the capturing and sharing of various experiences by societies. Its acquisition can ensure that knowledge is converted to useful information which informs decision making (UNDP 2015) in particular for both counterpart in the regions involved SEP to establish web-based applications and resource centres for knowledge sharing. Apart from the need for some improvements, the human resources and the information technologies available are all conducive to KM to some extent (Gaffoor & Cloete 2010).

It can be concluded that further institutional areas on the levels of Human resources development, systematic development and improved intergovernmental relations warrant further attention.





The development of Knowledge Management (KM) and Monitoring and Evaluation (M&E) frameworks, as well as the establishment of the necessary institutional arrangements to manage KM and M&E system (Kusek & Rist, Cloete, Rabie & De Coning 2014) should not be underestimated. It is especially concerns improved accurate reporting and data collection to ensure validity, reliability and trustworthiness of information, but also improved leadership management and specialist capacity in the field of KM and M&E.

It is concluded that although the field of sport, culture has been lagging behind in developing countries among BRICS. Public sector concerning the development of an appropriate results-based M&E system compare to other sectors, therefore much more can be done by countries counterparts on the national and provincial government level to recognise these trends and to take evidence-based policy decisions as a basis for informed planning, implementations and resource allocation.

It is clear from the study that KM and M&E management in developing countries among BRICS, as well as internationally, has therefore become a major priority, South Africa and China WCG Shandong provincial government and other stakeholders as key role players need to increasingly a rightful emphasis and focus on the important roles that KM and M&E can play, to enhance reconstruction and development to be successful on the continents , go beyond government initiative, integrate accountability and contribute effectively to the long term sustainable partnerships and Millennium development Goals (MDGs) initiatives

#### **References:**

The world fact book- [www.cia.gov](http://www.cia.gov)

The China perspective

[www.westerncape.gov.za](http://www.westerncape.gov.za)

Courtesy of DIRCO

De Gooijer, J. 2000. Designing a Knowledge Management Performance

Framework. Journal of Knowledge Management, 4(4):303-310.

Kusek, J.Z. & Rist, R.C. (2004). A handbook for development practitioners, ten steps to a Results-based monitoring and evaluation system. Washington, D.C: The World Bank.

Trip report to China 2013 Western Cape Government Department of Premier and International relations

Trip report to China 2016 South African Sailing Western Cape (SASWC)

Memorandum of understanding (MOU) for a sports exchange programme (SEP) signed August 2014 by DCAS and Sport Bureau Shandong Province.

DCAS report and action plan : Shandong China and Western Cape government South Africa

Trip report Shandong Sailing delegation visit WCG 2015-2017 (Chinese Version)

De Coning, C; Rabie, B. 2014. Institutional Arrangements for Evaluation and M&E In :

Evaluation, Management in South Africa and Africa, Van Schaik, Cape Town.

South African Government. 2012. The National Sport and Recreation Plan. Pretoria.

South African Government. The School Sport Mass Participation Policy 2011. The South African Government Printer. Pretoria.

South African Government. 2001. The White Paper on Sport and Recreation (Revised in 2011). the South African Government Printer. Pretoria.

DCAS and ICESDD. 2014. The Case for Sport: Socio-economic benefits of sport and Recreation in the Western Cape. Editor C De Coning. ICESDD, University of the Western Cape and the Department of Cultural Affairs and Sport. UWC. Cape Town.

De Coning, C; Keim, M. 2014. Findings on the Status and Standing of Policy. In: Sport and Policy Development Policy in Africa - A collaborative approach of 11 countries in Africa, Sun Media. Chapter 14.

**Annexures: Media Release: Shandong Western Cape Relations:**

On 10 March 1998 the then Premier, Mr. Hernus Kriel and members of the Cabinet of the Western Cape Province met with the Director-General of the Foreign Affairs Office of the Shandong Provincial People's Government (People's Republic of China), Mr. Wu Zhongshu and his delegation to establish diplomatic relations between the provinces of Shandong and the Western Cape. This relationship, in accordance with the principles of mutual respect and benefit, gave effect to the development of co-operation in the fields of trade, tourism, education, culture, agriculture and other relevant fields.

According to the Memorandum of Understanding signed between Mr. Li Chunting (Governor of Shandong Province, People's Republic of China) and Mr. Gerald Morkel (Premier of the Western Cape Province) on 12 June 2000 in Jinan, Shandong Province, both provinces agreed to actively engage in intergovernmental communication and collaboration and to establish effective channels of communication, to give effect to the sisterhood relationship. Western Cape, Shandong Education Departments Sign Agreement 25 January 2007.

Top education officials from the Western Cape and the Shandong Province in the People's Republic of China signed an agreement to cooperate on a range of education projects today (Thursday, 25 January 2007). Mr Ron Swartz, Head of Education in the Western Cape, and Mr Zhang Xingmin, Deputy Director-General of the Shandong Provincial Education Department, signed the agreement on behalf of their respective departments. The ceremony took place at Rustenburg Girls' High School in Rondebosch. Mr Zhang led a delegation of five senior officials from Shandong who toured Garlandale Secondary School in Athlone and Rustenburg Girls prior to the signing ceremony. The agreement forms part of a broader agreement signed Premier Ebrahim Rasool on behalf of the Western Cape and Mr Han Yunqun, Governor of Shandong Province, in July 2006. The agreement covers economic cooperation, trade, investment, agriculture, fisheries, tourism, education, energy and medical care. Mr Swartz said the Memorandum on Enhancing Education Cooperation signed yesterday is the first technical agreement flowing from the agreement signed last year. "The agreement will provide important opportunities for young people to learn more about our respective cultures. We also hope to provide learning opportunities for teachers."

Key features of the agreement on education include the following:

During 2007, the two provinces will exchange between three to five interns or young professional people to learn a language of the host country, namely Chinese in China and English in the Western Cape. The training will take place in universities in the two provinces. The Shandong Education Department will help to establish a Chinese Language and Culture Centre at Stellenbosch University. The Western Cape Education Department (WCED) will work with higher education institutions in the Western Cape to establish a

South African Culture Research Centre at a university in Shandong, and will donate books and textbooks to the centre.

The departments will encourage contact between youth of the two provinces, given that youth represent their common future. Forms of contact could include the internet and summer and winter camps, when conditions permit. Both departments will encourage book-importing agencies in their respective provinces to import textbooks produced by the other country. Both departments agreed to exhibit their work in education in the main cities of the two provinces, and to promote their respective cultures and traditions. The two education departments agreed to establish further ways in which to foster cooperation in primary, secondary and higher education, as well as adult education and distance learning.

The Shandong delegation comprised Mr Zhang Xingmin; Mr Zhang Shijun, Director, Shandong Provincial Education House; Mr Gao Lei, Deputy Director, Personnel Division; Mr Wu Jianhua, Deputy Director, Administration; and Mr Sun Zuxing, Deputy Director, Foreign Affairs, also of the Shandong Provincial Education Department. Representatives of the Chinese Consulate General at the ceremony were Mr Shi Weiqiang, Consul General, and Mr Cheng Jun, Consul Attaché.

#### A “Better Together” Western Cape and Shandong

The Western Cape and Shandong Province in China are in partnership to create a better sports future together. On Wednesday, 14 November 2012, members of a delegation from Shandong visited the Department of Cultural Affairs and Sport (DCAS) to discuss opportunities for joint projects to improve sport through the design and implementation of high performance systems.

The Department used the visit to learn from Shandong’s successful sport development structures and exchanged knowledge and experience as China and South Africa prepare for the 2016 Olympic Games in Brazil. DCAS is building towards a long-term provincial goal in 2030 through the National Development Plan to create an ideal future for youth through sport. The Department has identified four possible areas of interest: sport academies and focus schools in Shandong; coaching and training; talent identification programmes; and facilities in Shandong.

The dignitaries from the Western Cape and Shandong provinces that attended the presentation 2012. Minister of Cultural Affairs and Sport Dr Ivan Meyer said DCAS hoped to learn from the achievements of the People’s Republic of China during the 2012 London Olympic Games. He expressed his admiration for Shandong’s scientific and technical approach to skills development, talent identification and mass participation in sport. “We want to form a partnership with sports bodies in Shandong and continue to grow our partnership. Our sports federations are keen to learn how to focus on talent identification amongst youth, physical education and major events”, Dr Meyer said.

Shandong province representatives hope to visit the Western Cape every two years to establish and maintain a regular working relationship. They also want to promote all kinds of group participation and encourage sport and economic entities from the Western Cape to visit their sport venues and participate in their facility management and sports training. The head of the delegation, Mr Gao Jinye, said his aim is to enhance the partnership between Shandong and the Western Cape. “I hope we can strengthen this partnership with the Department, share our advantages and work hand-in-hand for mutual success.” The Western Cape and Shandong are already partners through the Regional Leaders’ Multilateral Forum, which was hosted in the Western Cape in September 2010. A high profile Western Cape Government delegation and other sport dignitaries will visit Shandong next year in their efforts to strengthen the development of active and winning provinces in the two countries

On 1 March 2013 delegates from the Shandong Parliament visited the Western Cape Provincial Parliament to strengthen this relationship between the two parliaments.

In return, the Western Cape Provincial Parliament also visited China to cement this relationship. The topics for discussion of the study visit related to Agricultural Rural Development, Oversight, Economic Development, Local Government and Housing Issues. Three cities were visited within the Shandong province, namely Jinan, Weifang and Qingdao.

The Western Cape and Shandong Province in China are in partnership to create a better sports future together. On Wednesday, 14 November 2012, members of a delegation from Shandong visited the Department of Cultural Affairs and Sport (DCAS) to discuss opportunities for joint projects to improve sport through the design and implementation of high performance systems.

The department <sup>34</sup>used the visit to learn from Shandong’s successful sport development structures and exchanged knowledge and experience as China and South Africa prepare for the 2016 Olympic Games in Brazil. DCAS is building towards a long-term provincial goal in 2030 through the National Development Plan to create an ideal future for youth through sport. The department has identified four possible areas of interest: sport academies and focus schools in Shandong; coaching and training; talent identification programmes; and facilities in Shandong.

Minister of Cultural Affairs and Sport Dr. Ivan Meyer said DCAS hoped to learn from the achievements of the People’s Republic of China during the 2012 London Olympic Games. He expressed his admiration for Shandong’s scientific and technical approach to skills development, talent identification and mass participation in sport. “We want to form a partnership with sports bodies in Shandong and continue to grow our partnership. Our

---

<sup>34</sup> <http://www.wcpp.gov.za/sites/default/files/ATC%2020130621.pdf>

sports federations are keen to learn how to focus on talent identification amongst youth, physical education and major events”, Dr. Meyer said.

Shandong province representatives hope to visit the Western Cape every two years to establish and maintain a regular working relationship. They also want to promote all kinds of group participation and encourage sport and economic entities from the Western Cape to visit their sport venues and participate in their facility management and sports training. The head of the delegation, Mr. Gao Jinye, said his aim is to enhance the partnership between Shandong and the Western Cape. “I hope we can strengthen this partnership with the department, share our advantages and work hand-in-hand for mutual success.”

The Western Cape and Shandong are already partners through the Regional Leaders’ Multilateral Forum, which was hosted in the Western Cape in September 2010. The Premier of the Western Cape, Ms. Helen Zille, Dr. Meyer and other sport and government dignitaries will visit Shandong next year in their efforts to strengthen the development of active and winning provinces in the two countries.

#### Ministers Visit China to Grow Western Cape’s Export Market July 2013

The Western Cape Government is conducting a trade and investment mission to China to promote increased economic opportunities between the two regions.

Alan Winde, Minister of Finance, Economic Development and Tourism, and Gerrit van Rensburg, Minister of Agriculture, are travelling to China to investigate opportunities in key sectors such as renewable energy, tourism and wine exports. China is the fastest growing economy and the world’s second largest importer.

Minister Winde said some of the leading export products from the Western Cape to China were copper, grape wines and dried or fresh citrus fruit. Western Cape Minister of Agriculture and Rural Development, Gerrit Van Rensburg; Yantai mayor, Wang Liang; Western Cape Minister of Economic Development and Tourism, Alan Winde 2013. “In 2012 the Western Cape exported goods to China worth R1.4 billion. This was a 7.7% increase from 2011. Over the past decade China has invested R236 million into Foreign Direct Investment projects in the Western Cape. The province is well positioned to increase its share of trade and investment with that growing market,” said Minister Winde.

Minister Van Rensburg, who will be leading a delegation of Western Cape wine producers to the Yantai Wine Festival in Shandong Province from 5 to 7 July, said wine exports to China were worth R231 million last year: “South African wine exports to China have by 34% between 2009 and 2012. We hope to build on the valuable business connections that we’ve made through our participation at the 2011 and 2012 Yantai Wine Festivals to further increase demand for our products.” In addition to attending the Yantai Wine



Festival, ministers Winde and Van Rensburg will attend meetings with potential and current Chinese investors into the Western Cape and with South African companies currently operating in China.

The Weifang Cup, which takes place from the 27 July – 2 August 2014, is an annual U19 football tournament hosted by the Chinese Football Association that sees local and international teams compete.

Team Western Cape, consisting of the best players selected from various Western Cape teams was invited to participate in the Weifang Cup as part of a sports development partnership between the Department of Cultural Affairs and Sport in the Western Cape and Shandong Province, China. The mutually beneficial partnership aims to create an exchange programme for sport officials, coaches, athletes and sporting teams, facilitating the sharing of expertise and knowledge.

On Thursday, 24 March 2016 the Western Cape Department of Cultural Affairs and Sport (DCAS) welcomed a Chinese delegation of five young sailors from the Qingdao Administration Centre of Sailing Sport on their arrival in the Western Cape.

DCAS in partnership with the Western Cape Provincial Sport Confederation (WCPSC), South African Sailing Western Cape (SASWC) and Saldanha Bay Municipality (SBM) facilitated the provincial sailing exchange program. HOD Brent Walters officially welcomed the delegation and said that their visit is a result of the agreement with the Western Cape Government. “Now we see the fruit of that agreement”, he said.

The three young men and two young women, aged between 11 and 14, are accompanied by team leader Wang Yong and interpreter Meng Yuejiao. They will be trained by local sailors and coaches and will practice races. The delegation will also attend the Western Cape Sailing Championships from 25 to 28 March 2016 in Saldanha Bay. The theme for the event is “giving back to the community” and 30 children from communities in Saldanha will be exposed to a full program of activities whilst supporting the sailors. Approximately 350 to 400 sailors from across the country from all disciplines and skill levels are expected to participate with fleets ranging from 5 to 30 boats. The young Chinese sailors will participate in the Optimist Class and spectators and participants are guaranteed of a spectacular sailing experience. The weekend will be a great experience for the visiting sailors and local youth to exchange cultures and ideas. The delegation will depart to China from Cape Town International Airport early on 29 March 2016. DCAS encourages excellence and inclusivity and unites communities to become a strong and unified nation through sport BETTER TOGETHER.

Western Cape Youth Sailors off to China Six youth sailors, aged between 10 and 15 years old, will represent the Western Cape Province at the Qingdao International Optimist Training Camp & Regatta to be held in Qingdao, Shandong Province, China from 4 to 11 August 2016. The support for Sailing by the Western Cape Government’s Department of



Cultural Affairs & Sport (DCAS) and our WC Provincial Sport Confederation has been outstanding. Mrs. Anroux Marais, the MEC responsible for Sport, Recreation and Cultural Policy in the Province, together with the officials in the Department, have once again done everything to make the participation of our sailors in this international sailing event possible. Adv Lyndon Bouah, Ivy Chen with the youth delegation from the Qingdao Water Sports Administration Centre in Shandong, China and DCAS staff members at Cape Town International Airport April 2015.

As part of the implementation of the resolutions adopted at the 5th Regional Leaders' Summit, the visit to Shandong Province by MEC Alan Wendy and Minister Van Rensburg was, in essence, a strategy to promote trade and investment opportunities for South African wine in China and to engage with the Shandong political leadership on matters related to opportunities for Chinese companies in the Western Cape. The visit, once again, underlined the goodwill that exists towards South Africa. (Trip to China 2013 With MEC Alan Wendy, Minister of Agriculture Van Rensburg, Adv. Lyndon Bouah, Ms. Ivy Chen)

The main event of the opening ceremony of the Yantai International Wine Festival (YIWF) in Yantai, which is significant because 2013 is the Western Cape's third consecutive year to participate in the event. South Africa's desire to further explore the Asian market is supported by notable increases in exports to countries such as China.

South African wine exports to China have experienced good growth in both bulk and packaged

Product, growing close to 34% over the past 3 years, while export figures for the first 3 months of 2013 already show a 72% compared to the same period last year. What is especially important is that the growth has been predominantly in packaged exports. South Africa had a bumper harvest of nearly 1.4million tons in 2013; and the consensus is that this year's wines will show exceptional quality, with low pH and good intensity of fruit and colour. In Qingdao delegation visit Hisense Plant, meeting with the executives of Hisense, a company that has made a major investment in the Western Cape. Hisense has invested R350 million to return the old Tedalex factory in Atlantis in the Western Cape to production and put 300 people back to work.

Protocol meeting with Vice Mayor of Qingdao Dr. Liu Mingjun. Governor meeting with Vice Mayor of Yantai Mr. Zhang Guangbo. The existing bilateral relationship with Shandong further strengthen the Western Cape's governmental and business ties with Chinese counterparts. The delegation undertakes site visits to prestigious sporting facilities Olympic Sailing Center. Accompanied by official from City Construction and Investment Group to introduce the facilities and technology. This follows from bilateral discussions between the provinces and the future possibilities of cooperation in the field of sport.

Western Cape sport federations have confirmed their support for a sport development partnership between the Department of Cultural Affairs and Sport (DCAS) and its counterpart in Shandong Province, China. The federations confirmed their intention to

actively play their part during a meeting held in Cape Town on Friday, 16 August 2013. A Western Cape delegation visited Shandong last month for a mutually beneficial exchange of sport development knowledge and expertise. The delegation comprised DCAS Chief Director of Sport and Recreation, Adv. Lyndon Bouah, Mr Bennett Bailey of DCAS Sport Promotion, Mr Elton Davids of the Western Cape Sports Council and Mr Josh Cloete of the West Coast Coaches Commission. The delegates agreed that the visit was highly productive, especially links established with the Shandong Sports Bureau.

Effective sports development structures are one of the key reasons for the success of the People's Republic of China in major international events such as the Commonwealth and Olympic/ Paralympic Games.

DCAS has identified four possible areas of interest: sport academies and focus schools in Shandong; coaching and training; talent identification programmes; and facilities in Shandong.

The Shandong exchange will provide the opportunity for coach and player exchange programmes, initially in the codes of badminton, boxing, chess, cycling, golf and gymnastics but will be extended to the other codes. There will be opportunities to send Western Cape students in sports-related fields to Shandong to complete 3-month internships. Invitations will be sent to various Shandong sports teams to participate in provincial events such as the Cape Argus Cycle Tour, Bay Hill Football Cup and Western Cape Open Championships. It is expected that Shandong will reciprocate by inviting Western Cape sport teams to compete in events in Shandong.

On Monday, 11 April 2016, the Department of Cultural Affairs and Sport (DCAS), in partnership with Cape Mental Health, will be sending off two kites, Ashley and Sarah Maria Ware-Lane, to participate in the Weifang Kite Festival and the Beijing Kite Festival. DCAS has an on-going partnership with the Shandong Sports Bureau in China. Through this partnership, local athletes are given the opportunity to participate in sporting events in China, while the Western Cape also hosts Chinese athletes. Cape Mental Health are the official organisers of the Cape Town International Kite Festival. Ashley and Sarah Maria Ware-Lane have been actively involved with the Festival for a number of years and have been keen kites for the past 10 years. They will now have the opportunity to participate in these two festivals in China.

"Our kiting advisors will show the world how we use the symbol of the kite as a message of hope for people with intellectual and psychiatric disabilities. Our Cape Town International Kite Festival has become the biggest mental health awareness event in South Africa, and has been raising funds and awareness for more than two decades," said Ingrid Daniels, Director of Cape Mental Health, the organisation that manages and hosts the Cape Town International Kite Festival, Africa's biggest kite festival.

Anroux Marais, Minister of Cultural Affairs and Sport, says that her department is committed to supporting local athletes. “We need to offer our athletes opportunities to participate on an international level so that they can showcase and grow their talent. We are committed to talent identification and skills development as it enables our sportspeople to compete at international level and display their excellence honed in the Western Cape.” she says.

Western Cape to host Shandong Sailing Team 30 March 2015

On Wednesday, 1 April, a sailing team from the Qingdao province in Shandong will be arriving in Cape Town for a week-long engagement with Western Cape Sailing.

The team will be hosted by the Department of Cultural Affairs and Sport (DCAS), in accordance with an agreement signed between this department and the Shandong province. This agreement was put in place in 2014 in order to create a partnership that will enhance the sporting relationship between these two. The agreement further provides for an exchange programme between the two countries which will enable athletes to benefit from training and exposure to different sporting codes. This means that athletes from the Western Cape will also have the opportunity to travel to Shandong, to gain experience and to learn from others. In 2014, DCAS sent a football team to China to participate in the Weifang Cup as part of this agreement.

After their arrival in Cape Town on Wednesday, the sailing team will be participating in a number of events in Simon’s Town until Monday, 6 April, when the event will be concluded with a prize-giving. The Vice Mayor of Qingdao will also join the team during the week.

Theuns Botha, Minister of Cultural Affairs and Sport, has emphasised the importance of partnerships in sport. “We need to use all resources in order for us to continue growing sport in the Western Cape. These kinds of partnerships create an opportunity for our athletes to learn new approaches and to hone their existing skills.” he said. The team from Qingdao will arrive at Cape Town International Airport at 16:25 on Wednesday 1 April. The sailing events will start in Simon’s Town on Friday, 3 April as from 12:00. Media are invited to attend any of the events and a full programme is available on request. On 13 April 2017 Chinese Sailors Welcomed To Cape Town: A team of sailors from China will take part in the Western Cape Sailing Championships in Mossel Bay from 14– 17 April 2017. The Department of Cultural Affairs and Sport (DCAS), in partnership with the Royal Cape Yacht Club and South African Sailing Western Cape (SASWC) welcomed the Chinese sailing team and the Chinese delegation on Tuesday 11 April 2017.

DCAS in partnership with Western Cape Sport Federation and SASWC, facilitated the participation of a sailing delegation from Qingdao, Shandong. This is part of an effort to improve sporting relations between DCAS and Shandong Province. The Chinese delegation consists of four youth sailors, one team leader and one coach. The participants will take part in a fun-filled Easter egg hunt and other sport and recreation activities. Bev le Sueur from SASWC, and Sport and Recreation Acting Chief Director Thabo Tutu welcomed everyone to the event. Chinese team leader Xin Keijang, thanked everyone for attending

and making the exchange programme a success. The opening ceremony will take place on 13 April 2017 and close on 17 April 2017 at the Mossel Bay Yacht Club, Mossel Bay Eden District. DCAS offers sporting opportunities to youth. Partnerships such as these enable us to ensure we create an active province, BETTER TOGETHER.

## **PUBLIC SECTOR CASE:**

### **CASE 4: THE CASE OF PHYSICAL EDUCATION AND SCHOOL SPORT IN THE WESTERN CAPE (2015 CASE)**

**Dr. Anver Desai**

Physical education is offered as part of the curriculum of all schools in South Africa. In the discourse of the case of school sport and physical education at schools one should see it in a National Policy Context where physical education refers to the integration of PE as a subject within the curriculum of each school. One cannot divorce school sport from PE as a compulsory subject. Physical education is meant to promote sport skills development, healthy living, eradicate sedentary lifestyle and further fight obesity. Non-communicable diseases and especially obesity is currently on the increase among South African learners. The ongoing challenge is to keep the issue PESS on the national agenda; so that it becomes a stand-alone subject with full legal status.

One of the cruellest legacies of Apartheid is its distortion of sport and recreation in our society, the enforced segregation of those activities and the gross neglect in providing facilities for the majority of South Africa's people. This has denied millions of people, in particular the youth, the right to a normal and healthy life. Sport and recreation are an integral part of reconstructing and developing a healthier society (RDP, 1994).

A functioning and well-resourced school sport system is critical if we want to build this nation and be a dynamic force in world sport, where all the citizens of South Africa are given an equal opportunity. When using sport as a catalyst for nation building, it is essential that we start at school level. With the introduction of the new school curriculum and policy to transform education, we find a weakness in our present setup, being the lack of a clear school sport policy. A strong belief exists that sport programmes have the power to promote the development of sportsmanlike behaviour, ethical decision-making, and a total curriculum for moral character development. It provides a social environment to acquire personal, social values and behaviour contributing to good character and good citizenship. The role that sport plays in addressing social issues such as crime, unemployment and generally the building of human and social capital, needs greater emphasis. Sport and recreation should therefore cut across all developmental programmes, and be accessible and affordable for all South Africans, including those in rural areas, persons with disabilities, women and girls (RDP, 1994). The South African Democratic Teacher Union (SADTU) in their presentation at the Western Cape School Sports Indaba (2005), as a stakeholder with a deep concern for physical education and school sport, made clear recommendations regarding the importance of physical education and sport as part of the core and the extra-curriculum programme of our schools. These requests, according to SADTU, have been commissioned by or independently forwarded to the political leadership in both sport and in education since 1994. Since then, until today, various barriers and delaying embargoes have frustrated the government's responsibilities to formalize the proper provisions regarding educationally sound programming, which inspires

access to and meaningful participation in regular physical activity for all school going citizens of South Africa. Particular attention must be paid to the provision of facilities at schools and in communities where there are large concentrations of unemployed youth. Sport and recreation are an integral and important part of education and youth programmes. In developing such programmes, it should be recognized that sport is played at different levels of competence and that there are different specific needs at different levels (RDP, 1994).

When Curriculum 2005 (C2005) was unveiled as the new national curriculum for the twenty first century in 1995, it was seen as a major step forward to ensure quality education. Physical Education and school sport in the old dispensation were left to educators, and the rendering of extra mural sport formed part of their conditions of service. School sport delivery was therefore regarded as an extra curricular activity and part of their duties. Due to resources, the management of school sport occurred at different levels of involvement. In some cases, the development of school sport was uneven and even disempowering to a large degree. Therefore, school sport needs to be organized and managed in a strategic and developmental way, so that it forms part of the holistic education of children of this country. School sport reflects the anomalies in our society in the worst possible way, by only giving children of the rich and affluent access to opportunity, whilst those from the poor socio-economic backgrounds suffer and remain without funded activities. It is also taken as a given that it is not possible within the limited available resources, for sport to totally change the inequality and conditions in our society, especially as it relates to school sports. It can be argued that equity can be achieved by legislating school sport policy that will focus on equal access and opportunity for all, from the benefits associated with school sport for all the learners in our different educational institutions. A number of policy frameworks were published to give guidance for sport in South Africa, but a weakness in our present sport set up is the lack of physical education and a clear school sport policy. Sport can be a career, but one must also legislate for sport as recreation to cater for the masses who do not participate at an elite level. Sport governance and management have been a problem for many years, even after more than 18 years of democracy, because the 'playing fields' were never levelled. School sport is still managed by educators. Previously disadvantaged communities and so many schools still do not have resources. The Department of Sport and Recreation envisaged that school sport be introduced as a learning area within the New Revised National Curriculum Statement. However, how can it be introduced as a learning area if no resources, policy frameworks or planning have taken place? The DOSR wants the DOE to take ownership of school sport management at all levels, and the DOSR to act as a role player within the envisaged system. In the Rainbow Paper of 1995, the DOSR of the Western Cape alludes that school sport should be regarded as the foundation for sports development and should play a significant role in the whole approach to the education of the child. UNESCO's, International Charter of Physical Education and Sport, Article 1.1 of 21 November 1978, states that every learner has a fundamental right of access to physical education and school sport, which are essential for the full development of their personality. The freedom to develop physical,

intellectual and moral powers through physical education and school sport must be guaranteed both within the educational system and in other aspects of social life.

In this regard, there is a definite need for physical education and school sport to be incorporated into the education system. In order to affect the proper development and implementation of sport and recreation programmes at school level, it will be necessary that there be close cooperation between the DOSR and DOE. School sport and recreation is thus seen as a joint responsibility of the DOSR and DOE as well as other critical role players. The Rainbow Paper (1995) also mentions that there is a need for a more detailed policy document on specifically school sport and recreation to be drafted. The Department of Cultural Affairs and Sport, in its document on school sport policy (2000), also reiterates to the underdeveloped and absence of a clear school sport policy framework. In light of the above, there is a need to research the lack of policy agenda-setting and underdeveloped school sport policy that exists at various levels. The problem is that physical education and school sport have been neglected at the policy agenda-setting process by the Department of Education as well as the Department of Sport and Recreation. In this process systemic agenda-setting and institutional agenda-setting need much attention and further options need to be developed on alternative policy options, available resources and time frames for action. For a society in transition such as ours, there is no policy that is cast in stone. To make progress requires that every policy be constantly evaluated. The exclusion of black youth from cricket, rugby and other sports has been justified by the “merit versus quota” argument. This presupposed that black was antithetical to merit, whereas white was synonymous with merit (Sunday Times, 2005, 13 February: 17).

Inevitably, one of the most urgent challenges of the democratic state would be the eradication of those obstacles and to transform and reform sport in South Africa. Despite UNESCO’s recognition of sports within the education system as a fundamental human right, many of South Africa’s children still do not have access to sporting facilities. SADTU, as stakeholders with a deep concern for physical education and school sports made an input on the Draft National Curriculum Statement (NCS) making clear recommendations regarding the importance of physical education and sport as part of the core and extra curriculum programmes in schools. Published data from the University of the Witwatersrand’s Birth to Twenty Study shows that less than one-third of black South African children are offered any physical education at school. It is clear from their statistics that there is a need for a nationwide intervention at school level to curb this exponential rise on sedentary behaviour later in life (Cape Argus: 2005, 25 April: 13). The South African context offers a challenge to the designers and implementers of programmes for sports development at schools as contextual factors such as chronic poverty, a dire lack of resources, level of literacy and unrealistic expectations may contribute to the limited success of such programmes. The adaptation of the marketing training and implementation of school sport development programmes offer a unique challenge for South Africans to “Africanize” the development,

feed through process and structures for a sustainable quality product (Department of Sport and Movement Studies, 2000.Wallaby in Springbok jersey: A new game plan).

Physical Education (PE) and sport in South Africa is a case of extremes and inequalities. Contrast is visible in all aspects of South African life, but most significantly in education. White schools are relatively problem free, whereas black schools have been adversely affected by the past government's apartheid and separate development policies (Walter, 1994:108).

The history of Physical Education (PE) and sports in South Africa spans many decades, from the early 19<sup>th</sup> Century to the period after multi racial independence in 1994. From 1900 to 1934, PE and sport were reorganized as important aspects of schooling, but there was no coordinated approach at the national level to integrate the subject as a curriculum offering. The establishment of PE as a compulsory subject in secondary schools in 1934 was a milestone in the history of the discipline as it promoted the introduction of the subject in the teacher training curriculum. Several events prompted by the government and South African Olympic Committee subsequently led to the formation of the National Advisory Council for Physical Education which coordinated and promoted the teaching of PE and sports in the schools. By 1945, PE was taught at university level, with three universities offering degree programmes in the subject. After democracy in 1994, the South African Government reorganized the administration of sport in the country, with leadership provided by the Ministry of Sport and Recreation and the South African Sports Commission (SASC) at the national level, and the Department of Sport Art and Culture at provincial level. A new policy on sport and recreation was developed and published in the government White Paper in 1997. In relation to education (i.e. sport and PE versus education), the policy emphasizes that PE and sport present the child with life skills in a way that is unsurpassed by any other activity. Some of the major weaknesses in our present sport set-up are the lack of a clear school sport policy; and lack of resources for school sport at both National and Provincial government level (Department of Cultural Affairs and Sport, 1997:3).

The 1994 democratic elections also marked a turning point for education and curriculum development in South Africa. The Department of Education evolved a new vision for the country through the National Qualifications Framework (NQF) and the first national curriculum statement, Curriculum 2005 (C2005). These innovations are articulated in the 1995 White Paper on Education Policy Act of 1996 (Department of Education, 2001). Curriculum 2005 is outcomes based and includes the teaching of PE (called physical development and movement) as part of Life Orientation alongside health promotion, social development, personal development, and orientation to the world of work. PE is therefore a very small component of a learning area called Life Orientation (Department of Education, 2001). Life Orientation is believed to develop learners holistically so that they can achieve their full physical, spiritual, intellectual, personal, emotional and social potentials (RNCS, 2004) and equip them for a meaningful and successful living in a rapidly changing and transforming society. The challenge confronting decision-makers in South Africa is how to set



about achieving the global objectives of PE, sport and physical activity in order to satisfy the children and youth. Their expectations and those of the country within the varying and challenging conditions, i.e. how to operationalise and implement the various policies or lack of policy to meet the expectations regarding the educational interaction, and how to honour the right of the individual to participate in sport and physical activity (Katzenellenbogen, 1994:26). If PE is going to be responsible to the needs of the new South Africa, it should reflect the culture in which it is practiced. Its focus needs to be problematised to providing impetus for transcending the classroom, playgrounds and for becoming involved in constructing our society for the future. For PE and sport to be able to achieve their objectives in South Africa, it has to be a crucial component of the school curriculum (Sage, 1993:152).

We live in a country in which the 'burden of the past' has become the 'burden of the present' not only through the legacy of apartheid since 1948, but indeed the legacy of three centuries of deprivation. The majority of the population live in poverty. The ghosts of Christian National Education are very much with us. The South African government claims to lack the necessary funds, which are essential to revolutionise education. The South African economy is under the control of those with neoliberal mind-sets, and they feel that it is not essential to revolutionise education. The South African economy is under the control of the World Bank and the International Monetary Fund with their Structural Adjustment Programmes, which demand cuts in spending on social services like education. South Africa is a multilingual country with eleven official languages, which bedevils educational reform. The culture of learning and teaching has been destroyed.

These are the realities of the South African situation, which one is confronted with when one looks at prospects for an integrated curriculum for quality education. Some of these conditions even the education authorities of a revolutionary government would have had difficulty in coping with, the truth of which is brought home to us on reading of education restructuring in some Socialist countries. Moreover, South Africa is part of a world in which Capitalism is the dominant system, and Socialism is in retreat. Capitalist values dominate our television and cinema screens and indeed the rest of the media. We also live in an international society, in which transport and information technology have lessened distances and bound us more closely together, providing a school for all. We are increasingly becoming aware of being citizens of the world. Finally, yet importantly, we live in a world in which technology is revolutionising our lives. All these conditions, international and national, affect curriculum development. In looking at the prospects for an integrated curriculum (academic education and vocational training), one has to take into account the four main elements of curriculum development: objectives, content, teaching methodology and assessment. The content includes syllabi, knowledge, skills, values, attitudes, thoughts, behaviour, habits, teaching methodology and assessment. Content and teaching are inexplicably linked and interdependent. The achievement of an integrated educational system depends largely on the quality of the content, teaching and methodology. The curriculum is not merely a course of study or an outline of a course of study, but all of the above.

As South Africa emerges from the years of struggle against Apartheid, its people face the challenge of transforming a society weakened and corrupted by misrule, mismanagement and exploitation into a vibrant and successful democracy. The task of transformation is greater than reconstructing the systems and structures that sustain any society. It requires a fundamental shift in attitudes in the way people relate to each other and their environment, and in the way resources are deployed to achieve society's goals (Task Team on Education, 1996: 3).

Transformation involves every aspect of South African life. Major steps are being taken to transform the economy to promote growth with equity and justice. Social institutions are being transformed through prison reform, restructuring public safety and defence institutions, and reconfiguring social welfare, housing and health services. In each sphere, there is an urgent need to change, not simply the scale of provision and access to services, but the very nature of those services and the way they are conceptualised, resourced and delivered. We must develop an integrated system of education and training that provides equal opportunities to all, irrespective of race, colour, gender, class, language, age, religion, geographical location, political or other opinion (RDP: 60).

The education system is no exception. Far-reaching organisational and structural change was instituted to address the severe imbalances in provision and strong bureaucratic controls over the system. The new Department of Education radically shifted the direction and vision of the education system after 1994 with a series of policy initiatives and new legislation. The national policy frameworks contain clear implications for planning and effective management in the education system. The provision of the Department of Education's National Education Policy Act and the South African Schools Act as well as provincial legislation and policy documents addressed the way forward for addressing 'Education in the New South Africa.' In the process, major educational changes in South Africa with the transition from a traditional education system of the past years to a new approach resulted in Outcomes-Based Education (OBE). These changes affected the whole country, and the National Department of Education coordinated the process. These changes were introduced for Grades 1 and 7 in 1998. The White Paper on Education and Training identified as a major problem the fact that South Africa has never had a truly national system of education. The White Paper provides for a single national education system, which will, largely, be organised and managed on a provincial level. The White Paper on Education and Training set out further reasons for the need for education transformation in South Africa. There is presently a strong emphasis on economic growth and job creation. South Africa is part of a global economy and we have to be able to compete with other countries for part of the world market. The new system must be based on not only nationally accepted outcomes, but also outcomes that are internationally accepted.

Many are of the opinion that we are educating our young people for unemployment. The demand is that young people should leave school equipped to compete in the job market. Because of this, the White Paper emphasizes the integration of education and training. It proposes that we regard education and training as a life-long process, and we have, therefore, the concept of Life-Long Learning and Development. This integrated approach to Education and Training rejects the present division between academic and applied knowledge, between theory and practice, and between knowledge and skills. We also need to reconstruct South African society. Therefore, OBE in South Africa should have had the underlying principles of Equity, Redress, Non-discrimination, Democracy, Access and Justice. For the first time it was thought high-quality education was made available to everyone in South Africa, irrespective of age, gender, race, colour, religion, ability or language. OBE was a learner-centered approach to education and training. In OBE, educators and learners focused attention on the results expected at the end of each learning process. These are called outcomes. Outcomes are the knowledge, skills, values and/or attitudes that a person is expected to demonstrate in a given learning situation. OBE placed emphasis on achievement of outcomes and application of learning rather than on 'covering' material. What was significant about the new approach was the radical change in education jargon. Subjects became Learning Areas, teachers became educators, pupils became learners, and standards became grades. There are eight different Learning Areas Namely Language, Literacy and Communication (LLC), Mathematical Literacy, Mathematics and Mathematical Sciences (MMS), Human and Social Science (HSS), Natural Sciences (NS), Arts and Culture (AS), Economic and Management Sciences (EMS), Technology (TECH) and Life Orientation (LO). What is important to note about OBE was that subject teachers and especially the Physical Education teacher became redundant because the subject Physical Education was now part of Life Orientation. Within LO we had Physical Development and Movement; it was one of five subsections in the Learning Area of Life Orientation.

Exaggerated claims of success, regular boasts regarding the big slice of the national budget that was being allocated to education, and mystical claims for magical potential in the all-new learning-teaching process called Outcomes-Based Education deafened South Africans. No attempt was made by the State and its Education Ministers (National and Provincial) to explain and expose the causes of the decrepit state of schooling that cannot in any sense be described as being what a democratic state requires. It is the inability of teachers, pupils and parents and implementers and every other middle guide in a misguided anti-educational system to cope with the problems that OBE caused year after year that has led to the catastrophic implosion of mis-education in most schools (The Educational Journal, 2006: 1).

In February 1997, the Minister of Education, Professor SME Bengu unveiled Curriculum 2005 as the new curriculum for the 21st century. A curriculum is everything planned by educators that will help develop the learner. This can be an extramural sporting activity, a debate, or even a visit to the library. When the curriculum is being planned, the physical resources, work programmes, assessment criteria and extramural programmes should all be taken into

account. A good curriculum produces thinking and caring individuals. All knowledge is integrated, and teaching and learning are not sharply divided. This means that a person's intelligence, attitude, knowledge and values are easily developed. A curriculum has to be flexible and relevant, and should be planned by parents, teachers, education authorities and learners – in fact, as many people as possible are encouraged to participate.

The Learning Area of Life Orientation in the curriculum guides and prepares learners for life and its many and varied possibilities. The focus is on the development of Self-in-Society and it is therefore concerned with the social, personal, intellectual, emotional and physical growth of learners and with the way in which these facets are inter-related. This LA develops skills, knowledge, values and attitudes that empower learners to make informed decisions and take appropriate actions regarding health promotion, social development, personal development, physical development and movement. Physical education and school sport was therefore not included as an important part of this curriculum and programmes. Physical education are skills to be learned which are necessary to perform a variety of physical activities such as making someone physically fit, lets a person participate regularly in physical activity, allows the person to know the implications of/and the benefits reaped from involvement in physical activities, and lets the person value physical activity and its contribution to a healthy lifestyle.

According to the Physical Education Advisors, the purpose of physical education is to involve the learner in a wide range of movement, knowledge and skill-building experiences. PE has to contribute to the learners' growing value system and development of responsible attitudes and behaviour essential to a healthy lifestyle. It promotes understanding and appreciation for differences among people in physical activity settings. PE also develops the habit of choosing to participate regularly in physical activity as part of a health-enhancing personal fitness plan and expands options for the wise use of leisure time. "The regular practice of sport offers invaluable lessons essential for life in our societies. Tolerance, cooperation and integration are necessary to succeed in both sport and everyday life. The fundamental values of sport are consistent with the principles of the United Nations Charter, which declares that sport is all-inclusive, knows no barriers, and is easily accessible. Together with governments, civil society and the United Nations system, the world of sport will help us demonstrate the value and power of sport to improve education, health, development and to reach lasting peace" (Special Adviser to the United Nations, Secretary-General Adolf Ogi). A decline in the position and presence of physical education in school curricula worldwide was apparent in countries. "Manifestations of a deteriorating situation were evidenced by a number of conference themes, a range of journal articles reporting on the perilous position of physical education in schools, several international and national surveys, on-going analysis of national and international trends (see Hardman 1993, 1994, 1996, 1998a, 1998b, 1999) and a plethora of international agencies and regional continental organisations position, policy, advocacy and declaration statements" (Hardman and Marshall, 2000: 1-2).

It is a matter of historical record that the widespread concerns, particularly in the 1990s, led to the International Council for Sport Science and Physical Education (ICSSPE) initiated (with International Olympic Committee (IOC) ) support, for a worldwide survey into the state and status of physical education in schools. Dr K. Hardman and Mr J. Marshall conducted The World-Wide survey of the state and status of school physical education in 1999. The International Olympic Committee (IOC) through the International Council funded this project for Sports Science and Physical Education (ICSSPE). This survey investigated the worldwide state and status of physical education in schools. By using the results of a globally administered semi-structured questionnaire an extensive literature survey the research findings reinforced previous studies of Wilcox 1996; Loopstra and van der Gugten 1997; and Hardman 1996, 1998. The results show that physical education in schools is in a dangerous position in all regions of the world; with regard to implementation, restricted and decreasing time allocation, inadequate financial allocation, low subject status, human and material resources. There was also large scepticism about physical education's future and efforts made to sustain physical education in schools. The subject PE is under severe attack and not seen as a priority facing competition for instructional time within the curriculum. Specialist physical education teachers are not teaching the subject but rather generalist teachers who have little or no preparation in physical education methods. Budget cutbacks are also affecting negatively on the time and resources required to teach a quality physical education programme (Machendrik, 1996; 2).

In 1978 the UNESCO Charter for Physical Education and Sport stated that an essential condition for the exercise of human rights is freedom to "develop and preserve intellectual, physical and moral powers. It further states that sport and physical education access should be assured and guaranteed for all human beings". The perilous position of Physical Education is despite scientific evidence on the values of physical activity. This provides a 'prima facie' case for regular physical education and sports in schools. Of great concern is that UNESCO's Charter for Physical Education and Sport (1978), many national governments, even the ANC, have proposed, and are proposing either removal of physical education from the curriculum, lesser status as a subject or reduced time allocation (RNCS, 2006). The selected issues from the world wide survey include legal curriculum requirements as opposed to the actual implementation, curriculum, time allocation, subject status, resource issues (financial, material, human); curriculum content, delivery and equity (Summary of finding of the World-Wide Survey of the state and status of school Physical Education by Hardman and Marshall 1999). According to the results of the Hardman and Marshall Survey (1999), physical education has been pushed into a defensive position. It is suffering from decreasing curriculum time allocation, budgetary controls with inadequately financial, material and personnel resources, low subject status and esteem; and marginalisation and under-valuation by authorities. Physical education occupies a tenuous place in the school curriculum and is not accepted on par with seemingly superior academic subjects concerned with developing a child's intellect. School physical education does appear to be under threat in many countries in all continental regions of the world (Hardman and Marshall, 1999).

Ministers and senior officials responsible approved the world crisis in physical education and sport and PES's global agenda-setting, as evidenced by the international survey carried out by International Council of Sport Science and Physical Education (ICSSPE) this for Physical Education and Sport (MINEPS III) in 1999. This has highlighted the marginalisation and decline of the place, role and status of PES in educational programmes. Even though, its legal basis as a subject of instruction is recognised in educational norms and assessments and in official academic texts in the same way as other subjects within the national education system.

The South African context offers a challenge to the designers and implementers of programmes for physical education and sport in schools. South Africa needs to realise the contributions that physical education and school sport can make to the development, upliftment and redress of historically disadvantaged communities in this country. The ultimate success lay in the provision of opportunities for all and the identification and nurturing of sporting talent. Physical education (PE) and sport in South Africa is a case of extremes and inequalities. Contrast is visible in all aspects of South African life, but most significantly in education. White schools are relatively problem free, whereas black schools have been adversely affected by the past government's apartheid and separate development policies (Walter, 1994: 108). The RDP speaks of transformation, reconstruction, nation-building, and development and that physical education/activity and sport have the potential to contribute towards those important factors spoken about in the RDP. The Department of Education evolved a new vision for the country through the National Qualifications Framework (NQF) and the first national curriculum statement. The teaching of PE (called physical development and movement) as part of Life Orientation, alongside Health Promotion, Social Development, Personal Development and Orientation to the World of Work (RNCS, 2006). However, the inclusion of PE as part of Life Orientation is problematic because many teachers of the subject are not trained PE specialists. "The situation regarding PE in South African schools, in private and public schools are widely varied in terms of staffing, facilities, programmes and timetabling. Many of the teachers are not qualified to teach the subject where it is included in the timetable and a number of schools are poorly resourced" Katzenellenbogen, 1994).

Luzo Kgosana reports in *The Educator's Voice* (Jan/Feb 2005) on the South African Democratic Teacher's Union's (SADTU) response to the 'crisis in school sport' at the National Conference for Review and Planning of School Enrichment Programmes. SADTU, as stakeholders with a deep concern for physical education and school sports made clear recommendations regarding the importance of PE and sport as part of the core and extra curriculum programme or independently forwarded the recommendations to the political leadership in both sport and education since 1994. In this time, various barriers and delaying embargoes have frustrated the government's responsibility to formalise the proper provision regarding educationally sound programming that inspires access to, and meaningful participation in, regular physical activity for all school-going citizens of South Africa.

An example of these costly efforts to research the status quo of physical education and school sport was the Centre for Education Policy Development (CEPD) report of January 2000 (CEPD 2000) which resulted in a very important joint media statement made by the Ministers of Education and Sport on 21 February 2000. This statement unequivocally affirmed the importance of physical education and sport at schools and agreed that physical education or human movement and school sport should be reinstated in all institutions of learning as soon as possible. To facilitate implementation, a very comprehensive position report compiled by an interdepartmental education and sport task team on policy for physical education and school sport was submitted in March 2000. Since then a draft policy and implementation, protocol (especially for school sport) was commissioned in October 2000. Regrettably, these remain embargoed with no change to the status quo.

Investing in sport is not just sports policy, its health policy, education policy, anti-crime policy and anti-drugs policy (Tony Blair 2000). The South African context offers a challenge to the designers and implementers of programmes for sports development at schools, as contextual factors such as chronic poverty, a dire lack of resources, and unrealistic expectations may contribute to the limited success of such programmes. WHO's report of the consultation in the African Region, on the global strategy on diet, physical activity and health held in Harare, Zimbabwe 2003. The African Regional Consultation on the development of the WHO global strategy on diet, physical activity and health adopted the following conclusions and recommendations among other that there is sound scientific evidence regarding the common risk factors underlying non-communicable diseases (NCDs), the benefits to health of improvements in diet and increased physical activity throughout life. There is clear evidence that current transitions in diets and lifestyles in leading to a rapid rise in NCDs. There are encouraging signs of increased awareness of the importance of NCDs among political leaders and policy-makers. Populations are not sufficiently aware of the benefits of a healthy diet, physical exercise and how to make the right lifestyle choices. Facilities for general physical activity and sports are inadequate, and physical activity and physical education in schools are decreasing. Governments have a duty to take action on diet, physical activity and health as part of their responsibility for protecting the health of their populations in the context of nation development.

The ICSSPE – World-Wide - Audit Survey (1999) reflected that “Neglecting physical education is more expensive for public health system than investing in the teaching of physical education. The repercussions of physical inactivity on health (WHO/FAO) are obesity, diabetes, cancer, cardio-vascular ailments, dental disorders, and osteoporosis and bone fractures. Imbalances in nutrient intake and physical inactivity are the main sources of chronic diseases (WHO/FAO) expert consultation on the prevention of chronic diseases, 2003). In Aruba, for example 60% of children between 9 and 12 are overweight, while over 50% of this group do not take part in any of basic physical activities required. Physical education and sport help build confidence and self-respect, increase social development and prepare people to compete – to win or lose – and to cooperate and work together (Basic elements of

democratic and civic education)”. M. Talbot (ICSSPE) makes a case for Physical Education by stating that, “Human rights, gender equality and education for peace are important issues that can be taught to children through physical education. It is necessary to go beyond considerations relating solely to the performance aspects of sport. The accent must be on the educational and ethical dimension that should be instilled at all levels. To do this, UNESCO works to promote and contribute to the development of quality sports and physical education that integrates educational and ethical values. Numerous studies have shown that when more physical activity is included in school curricula, marks for schoolwork or general tests never go down; on the contrary, many pupils improve their marks and their ability to acquire intellectual knowledge (R. Shepard, 1997). A comparison of children aged between 6 and 12 who exercise for five hours a week with children of the same age who exercise for only 40 minutes showed that the intellectual performance of the children who exercise more is considerably better than that of the others. Sport and leisure represent 1.5% of the Gross National Product (GNP) in the European Union (1998). Neglecting physical education is more expensive than teaching it. A 25% increase in participation in a physical activity (on a basis of 33% of the population taking part in regular physical exercise) would reduce public health costs by \$778 million (reference year 1995) and would result in a productivity gain of 1-3%, in other words \$2 to \$5 for each dollar invested. The direct cost of encouraging exercise that is more physical would amount to no more than \$191 million (B. Kidd, World Summit on Physical Education, 1999). In the United Kingdom, there are more jobs in the area of sport and leisure than in the automobile, agricultural, fishing and food industries combined”.

South Africa, like so many other countries, is facing a crisis when it comes to physical well being, nutrition and exercise. Our kids are getting larger, eating badly and exercising less. Regular physical education (PE) is not a feature in the majority of our government schools, and frantic working parents are seemingly nor successful in guiding their children to a healthy approach to what they eat, and what they do. These are the top line trends emerging from a recent SANEP (South African Nutrition Expert Panel – a Kellogg and Clover sponsored initiative) research study analysing the qualitative aspects of nutrition and exercise amongst children aged 8 to 13 years old, and their parents and teachers. The SANEP study examined the participating children’s activities, as well as their daily nutrition, through nationwide focus groups consisting of parents, teachers and children. The study was split into two Living Standard Measures (LSM) groupings, namely LSM 4 to 6 (the developing market, facilitated in the vernacular) and LSM 7 to 10 (the developed market). The overall aim of the SANEP study was to determine what motivated children to eat and do exercise, and to establish a qualitative framework through which parents, teachers and children themselves will be able to develop a better understanding of physical health. Dr Karen Sharwood, of UCT/MRC Research Unit for Exercise Science and Sports Medicine, highlight some of the national statistics that provide a contextual backdrop to the SANEP study. UCT recently conducted a national survey of fitness characteristics between ages including overweight and obese children. The results were horrendous, in addition, another study (Birth to Twenty) showed that less than a third (30%) of black South African children are offered PE at school while



more than 40% of South African youth do not engage regularly in vigorous physical activity (Dr Karen Sharwood).

Clearly then, South Africa has a problem with its children and their approach to food and exercise. The result of this problem is not only an increasing number of overweight children, but also a looming generation of adults with bad eating habits and culture of physical activity. According to Healthy People, 2010, the two leading health indicators for the nation are lifestyle-related namely physical activity, and overweight and obesity (The 21 Century Plague, 2008: 1). It further states that poor nutrition and lack of physical activity are responsible for an estimated 300 000 to 600 000 preventable deaths each year. Youth-at-risk are not just a bunch of kids in trouble. All youth face some sort of risk – some more than others because of their socio-economic status, environment, friends, family situation, behavioural problems physical or mental health. No one is immune to risk. At one end of the continuum is large group of youth facing low levels of risk. At the other extreme, a small group is involved in chronic anti-social behaviour, or even suicide. In between are risk situations ranging from lesser to greater degrees of risk (Impact and Benefits of Physical Activity and Recreation, 2005).

Efforts are needed at all stages to lower the risk environment and to prevent youth from moving along the continuum to situations of greater risk. According to the study 'Impact and Benefits of Physical Activity and Recreation on Canadian Youth-at-Risk', that within all the risk factors, low levels of physical activity are generally associated with situations At-Risk Continuum or activities of higher risk. Low levels of physical activity are more common with smoking, inadequate peer support, obesity and low socio-economic status. Research also showed that strategies involving physical activity and recreation appeared particularly promising in minimising or removing risk factors at all stages of the continuum. Participation in physical activity and recreation can provide positive benefits related to psychological health, physical health, familial interactions, peer influences, academic performance, community development and other lifestyle behaviours. The study concludes by saying that those who work in the physical activity and recreation field, and who have a great deal of contact with youth, have an exceptional opportunity to make a difference.

The Healthy Active Kids, South Africa's Report Card on Physical Activity for children and Youth (2007) concludes that children and youth are the country's greatest resource in meeting current and future health challenges. These include high rates of cardiovascular disease, such as heart attacks and strokes, diabetes, cancer, early death due to accident and injury, as well as infectious diseases. It recognises at least four major factors-determined by both social context and individual behaviour that place young people at risk such as tobacco use, poor diet, lack of physical activity, and overweight.

Physical fitness in South African urban youth appears to be on the decline, and recent studies suggest that about 40% of children and youth are getting little or no moderate to vigorous

activity each week. Vulnerable groups for inactivity are girls, 16 to 19 year olds, and children from disadvantaged communities. There is a clear lack of physical activity and sports participation culture in adolescents, with 1 in 4 indicating little or no interest! Estimates of screen time and inactivity in South Africa suggest that 25% of adolescents watch more than 3 hours of television per day. However, average time in sedentary activities has been reported to be as high as 9 hours per day. Even in smaller towns and rural areas, up to 64% of girls and 45% of boys report little or no moderate or vigorous activity. The World Summit of Physical Education, held in Berlin in November 1999 called attention to the serious decline in the state and status of physical education and school sport all over the world. Research funded by the International Olympic Committee has drawn together evidence from around the world on the benefits of PESS, and by seeking a shared framework for understanding the subject and its contributions to educational systems and to children. A list of five main themes or domains was established, which referred to specific aspects of children's and young people's development through PESS. This being physical development, lifestyle development, affective development, social development, and cognitive development. Physical Education (PE) and school sport in South Africa demonstrate extremes and inequalities. Contrast is visible in all aspects of South African life, but most significantly in education.

'White schools are relatively problem free, whereas black schools have been adversely affected by the past government apartheid and separate development policies' (Walter, 1994). 'PE as a school subject has been neglected, misunderstood, seen as being of little importance and regarded as inferior when compared to other subjects in the school curriculum' (Walter, 1994: 108). A new policy on sport and recreation was developed and published in a government White Paper in 1995 (van der Merwe, 1999). This policy provides a broad framework for sport promotion and development in the country. However, the country's sports development plan, which was thought to revolve around four key areas (PE, youth and junior sport, tertiary sport and national federations), pays lip service to the issue of PE in schools. Furthermore, little cooperation exists between the Department of Sport and Department of Education at National and Provincial levels regarding the promotion of PE and sport in schools. The 1995 White Paper on Education and Training and the National Education Policy Act of 1996 speaks about the first National Curriculum Statements which are outcomes-based and includes the teaching of PE called Physical Development and Movement as part of Life Orientation, alongside Health Promotion, Social Development, Personal Development and Orientation to the World of Work.

There are concerns about the growing incidence of physical inactivity, physical fitness and health and sedentary lifestyle among South African youth. This is mainly attributed to the absence of formal PE in schools and the negative impact of television, computer games, virtual chat rooms, cellular phones, gangsterism and drugs. This trend has also led to an increasing incidence of hyperkinetic diseases in children such as musculoskeletal dysfunction, obesity and hypotension.

Another major concern is the nation-building aspect of youth sport as well as representivity in South Africa's national teams. There is a dire need to reinstate PE as an academic subject in schools. The challenge therefore confronting decision-makers in South Africa is how to achieve the global objectives of PE, sport and physical activity in order to satisfy the youth, their expectations and those of the country within the varying and challenging conditions (Katzenellenbogen 1994). This means finding out how to operationalise and implement the various policies by policy agenda-setting.

This frantic phase has now given way to the next logical step – the evaluation of policy performance implementation and sustainability. This also begs the question regarding the impact of policy evaluation and agenda-setting on future and existing policy. Agenda-setting by principal actors is of the essence as physical education and school sport is not on the agenda as clearly illustrated by South African case study.

The failure to place PESS issues on the agenda is as a direct result of the over-investment of the state in the political symbolism of policy rather than in its practical implementation. However, since 1994, it has been clear that the agenda-setting was almost always driven by political imperatives. It is therefore imperative and clear that the issue of physical education and school sport be placed on the policy agenda by the principal actors and stakeholders.

These interviews targeted principal actors in agenda-setting at the local, regional and national level. Educators in the Foundation Phase (Grades 1, 2 & 3), Intermediate Phase (Grades 4, 5 & 6), General Education Training Phase (Grades 7, 8 & 9) and Further Education Training Phase (Grades 10, 11 & 12). Pertinent questions were asked regarding physical education at the different tiers in government, and about physical education policy within the educational system of different schools. The focus was on NCS and the subject Life Orientation. The objective was to determine the state and situation of physical education and school sport in the South African context.

The Minister of Basic Education, Mrs Angie Motshekga, has revised the National Curriculum Statement. This National Curriculum Statement (NCS) stipulated policy on curriculum and assessment in schooling. To improve implementation, the Minister amended the National Curriculum Statement (NCS). These amendments come into effect in January 2012. A single comprehensive Curriculum and Assessment Policy (CAPS) document was developed to replace Subject Statements, Learning Programme Guidelines and Subject Assessments Guidelines (Grades R to 12). The National Curriculum and Assessment Policy Statement (CAPS) is a single comprehensive and concise policy document, which will replace the current subject and learning area statements for grades R to 12. In the Curriculum and Assessment Policy (CAPS) document, physical education in grades 1 to 6 (Foundation and Intermediate Phase) is part of the subject, Lifeskills. Lifeskills consists of Beginning Knowledge, Creative Arts, Personal and Social Wellbeing as well Physical Education. In the National Curriculum Statement (NCS), Physical Education in grades 1 to 6 (Foundation and Intermediate Phases) is

called Physical Development and is part of Lifeskills. Lifeskills in the National Curriculum Statement (NCS) document consist of Health Promotion, Social Development, Personal Development and movement.

The Curriculum and Assessment Policy (CAPS) document states that Lifeskills as a subject is central to the holistic development of learners. It is concerned with the social, personal, intellectual, emotional and physical growth of learners. Physical Education in the Foundation Phase and Intermediate Phase deals with the learner's gross and fine motor skills and perceptual development. The focus is on games and activities that will form the basis for participating in sports later on. The emphasis in these phases is on growth, development, recreation and play.

In the GET phase of the Curriculum and Assessment Policy (CAPS), Physical Education is part of five subjects in Life Orientation. Life Orientation in the Curriculum and Assessment Policy (CAPS) consists of development of self in society, health, social and environmental responsibility, constitutional rights and responsibilities, world of work and physical education. In the FET phase of the Curriculum and Assessment Policy (CAPS), Life Orientation is compulsory for all learners in grades 10, 11 and 12. The subject contains the following six topics in grades 10 to 12:

- Development of the self in society;
- Social and environmental responsibility;
- Democracy and human rights;
- Careers and career choices;
- Study skills; and
- Physical Education.

In Curriculum and Assessment Policy (CAPS) Life Orientation's focus is the development of self-in-society as well as helping learners to develop through beneficial social interactions, such as respecting others rights and values as well as promoting lifelong participation in recreation and physical activity. By looking at the Subject Life Orientation, it is difficult to see how the aim of participation and physical activity can be achieved if physical education is one of six topics in the subject. The National Curriculum Statement (NCS) document also placed physical education as one of five subjects in LO (Grades 7 and 9). It was called Physical Development and movement. The other subjects under Life Orientation were Health Promotion, Social Development, Personal Development, Orientation to the World of Work and Physical Development and Movement. The National Curriculum Statement (NCS) document for Life Orientation in grades 10 to 12 places Recreation and Physical wellbeing as one of four subjects in Life Orientation. Life Orientation consists of Personal wellbeing Citizenship Education, career and career choices, recreation and physical wellbeing. It is evident that when a new Minister of Education takes office, we have a change in policy. Sibusiso Bengu introduced OBE; Kader Asmal changed OBE to Curriculum 2005, Naledi Pandor C2005 to RNCS (NCS) and Angie Motshekga revised NCS to CAPS.

Over the past few years, there have been differing and sometimes contradicting physical education curricula. Physical education as a fully fledged school subject has to address many contemporary issues in society. There is a perception by many policy-makers that physical education, as a non-cognitive subject, has a lesser status than academic subjects. This perception also attributes an inferior status to physical education teachers. Therefore, education policy-makers in South Africa should have a mindset change regarding the status of physical education. The start and end years of school going children in South Africa should be associated with access to physical education, as this is significant for individual development and continuing participation in physical activity. Educational reforms are not in response to nation-building, active lifestyles, healthy population, life-long learning concepts, sedentary lifestyles, or obesity, but rather to economic restraints. Physical Education is dealt with through broad curricula activities, with little focus on sustainable physical activity. How are we going to rid ourselves of the quota versus merit discourse? There is no quality and curriculum relevance with the present Physical Education policy (CAPS, NCS), especially to giving it its full legal and subject status. The overall situation is not only seen in curricula content but also in extra-curricula (school sport) activities. Physical education and school sport policy should include a sustainable programme which does not disadvantage any group. It becomes important that the 'playing fields' should be leveled to achieve transformation and reform in the South African context. The life-cycle of the issue is that the case of physical education and sport in South Africa progressed from changing apartheid policy to it being implemented in a new education policy (curriculum), and a school sport policy with very little agenda-setting after policy implementation. It should be constantly monitored by the principal actors in the form of indicators and statistics. Indicators and statistics have emerged as an indispensable tool, especially in developing countries. This is further problematic in South Africa because of large numbers and inadequate resources. Principal actors must have resources made available, as well as an increase in policy actors with a 'high' interest in issues so that physical education and school sport can be placed on the policy agenda-setting stage of a policy. The introduction of 'more time' for Physical Education in the CAPS (implementation 2012/2013) policy statement underscores the fact that physical education and school sport needs to be put on the policy agenda-setting of the national education government to increase the status and standing of policy on school sport and physical education in South Africa. The change from NCS to CAPS is a good example of policy agenda-setting reaching the systemic agenda-setting stage. I argued that physical education and school sport needs to be moved to the institutional policy agenda-setting framework by the principal actors in agenda-setting. Placing it on the institutional policy agenda will ensure that not only cosmetic changes are made; but that physical education will get full subject status (OBE to C2005, C2005 to RNCS, RNCS to NCS, and NCS to CAPS). Government will have to train specialist teachers, and schools should receive the resources to sustain the subject. This emphasizes the fact that physical education and school sport should be placed on the policy agenda by the principal actors in policy agenda-setting.

It was suggested that the decline in physical activity was due to the decision to remove the specialist physical education teacher from schools. It was further established that the decline was due to the integration of physical development and movement into Life Orientation. The OBE and NCS curricula made theoretical sense when speaking about achieving stated learning outcomes, but the learning area Life Orientation lacked expertise in educators, a major shortage of equipment, rationalization of educators, lack of materials, resources and high pupil-teacher ratios (Dr O. Esau, Sport Journalist/Lecturer, University of Stellenbosch, 26 September 2011).

In township schools, poverty, malnutrition and the Apartheid legacy played major factors. These factors particularly impacted on the extramural programmes of township schools. This was also found in the farm and agriculture schools and schools in the rural areas (Nabeal Dien, WPCA, Claremont, 21 September 2011). Each school is unique. A major determinant of this uniqueness is the remnants of the apartheid system. Township schools (black/coloured) still lack the infrastructure, resources (physical, human and monetary) to deliver school sport. Post-1994, due to rationalization, human capital has diminished. This places an extra burden on school governing bodies to financially sustain schools. Their primary task of overseeing governance is being undermined because they also have to perform a fundraising function. This places an extra burden on the service delivery at schools. Employing qualified specialist physical education teachers and school sport coaches is therefore not achievable by SGBs in the townships and rural areas (S.G. Ebrahim, Athlone, 22 September 2011). It can therefore be concluded from the interviews that a very large percentage (98%) of persons interviewed rated Physical Education as being important to a child's development. Most schools did not have qualified Life Orientation teachers. Physical Education periods were used to teach other subjects. In an interview with the Chief Education Specialist Curriculum on 25 September 2011, he stated that educators did not give it the legal status it deserves as a subject. Learners did not attach value and importance to physical activity. This was reflected by the fact that many schools attached little value to physical education by appointing generalist teachers. In certain cases physical activity was non-existent and the focus was on HIV/AIDS. The CEO WPCA (21 September 2011) remarked that federation and sport activists constantly press for development strategies so that government officials can change policy for transformation and reform. Federations therefore use their constituencies to exert pressure on the DOE and DOSR. NGOs, CBOs and companies that sponsor sporting events place pressure on federations to have representative teams. This is very evident in school sport in tournaments at the provincial and national levels. Dr O. Esau (26 September 2011) further reiterated that PESS does not cater for transformation, and that education policy cannot function in schools where there are no or very little resources. CAPS is therefore not a new policy, but a revised one. Physical education still does not have equal status to other subjects, just a slight increase in time (Dr S. Naidoo, WCED, Maitland, 24 September 2011).

The challenge therefore is to place PESS on the agenda again and get the issue recognized as a problem to demand government action. Issue attention as a problem was also realized in

India. Similar problems existed in developing countries such as South Africa and India with placing PESS on the policy agenda. The Indian Constitution made a commitment to make primary and middle grade education (for students ages 6 to 14) free and universal by 1960, with two national policy statements on education in 1968 and 1986 (and revised in 1992) placing much emphasis on this goal. But India's inability to allocate resources effectively and efficiently has made this goal unattainable (Prof Pralaya Kanango, JNU, New Delhi, 19 April 2007).

The importance of health education to overall development needs to be reinforced at the policy level, with participation by policy actors such as administrators, other subject teachers in schools, the health departments, parents and children. This subject should be recognised as a core subject; health and physical education must continue to be a compulsory subject from the primary to the secondary stage. Physical education is made to be an ongoing continuous process without a break, with participation by a greater number. 'This is what is required in a country ... A mass fitness movement, a spread of sports culture'. With all that is being said and done, sports management is primarily a question of raising young people through appropriate education and judicious measures (Prof Pralaya Kanango, JNU, New Delhi, 19 April 2007). The Habitat Agenda (1999) was intended as a global call to action at all levels. Prof Kanango further stated that, according to the Ministry of Youth Affairs and Sports, the Comprehensive Sports Policy (2007) aims at building on previous sport policies with a view to accomplishing the unfinished agenda and addressing the emerging challenges of India, most particularly the national goal of emerging as a global, yet exclusive, economic power in the near future. The 2007 policy fully recognizes the contribution of physical education and sport to personal development, especially youth development, community development, health and wellbeing, education, economic development and entertainment; and to the promotion of international peace and brotherhood.

Jonathan D Jansen (2002) in his article 'Globalisation, Curriculum and the Third World State: In dialogue with Michael Apple' stated that educational reforms in South Africa, since the end of legalised apartheid in 1994, have been lodged clearly and consistently within powerful economic rationales as the overriding motivation for transforming apartheid education. Within this framework, changing education is considered a pre-requisite for economic growth. Outcomes-based education is intended to develop citizens who can compete successfully in international markets.

Science and technology education is prioritised as the subject fields that will fuel the engine of economic development. The new citizen is expected to be technologically literate and able to function in a knowledge-driven economy (Department of Arts, Culture, Science and Technology, 1996). This means being multi-skilled and adaptable in a modern economy linked to 'a new work order' (James et al., 1996; McLaren, 1998). "A flurry of Green Papers, White Papers, Discussion Documents and Frameworks reiterate the same rhetorical goals" (Department of Education, 1995; NCHE, 1996; Department of Education, 1997; Samoff, 1997).

“This national agenda is being pursued within a distinctive set of pressures and demands characteristic of the late twentieth century, often typified as globalisation, linked to the accelerating integration of the world economy. These economic and technological changes will necessarily have an impact on the national agenda. In particular, the South African economy is confronted with this formidable challenge” (Department of Education, 1997).

The Department of Education concentrated on training of teachers on how to achieve the learning outcomes, assessment studies and or the assessment of the learners (OBE, RNCS). The focus of the national Department of Education and that of the Western Cape Education Department is to improve the low Literacy and Numeracy (LITNUM) levels in the country. This is as a direct result of OBE and has become the major focus of education policy and where all the resources are being utilized (LITNUM). The partnership between DOE and DOSRC to administer school sport did not happen. School sport is now being administered by the local Education Management Development Centres (EMDCs). It has become the prerogative of the IMGs to oversee school sport. The sport federations for cricket and rugby play a vital role in the roll out of cricket and rugby at school level. Training of coaches and the administration of the sport has fallen largely into the federation realm. The budget of the federations is mainly for elite programmes. In the case of cricket we have sponsors (NGOs) such as Standard Bank, Coca Cola and P.G. Bison financing national events. With the disbanding of the United School Sport Association of South Africa (USSASA), school sport has diminished in many previous disadvantaged schools.

School sport is ‘alive and well’ in the ex-model C and independent schools. These schools still have their ‘traditional programmes’. These schools also offer talented disadvantaged sportspersons bursaries to attend school and play sport at these institutions. The federations receive pre-fixtured requests from these schools, so that the status quo of derbies and ‘traditional fixtures’ are perpetuated (SADTU Regional Representative, Athlone, 23 September 2011).

The officials working in development are not really engaging with PESS policy. The interviews have illustrated that the partnership between the private sector, government and civil society is not happening at the grassroots level, which would have ensured that policy issues are addressed in this developing nation. These partnerships are vital for transformation and reform in our education system and sport with regard to policy. Against this background LO was investigated, not only because of physical education and the success of its implementation, but the status of physical education as a part of the education policy. The results of the interviews clearly showed that the problem was prevalent in rural, farm and agricultural as well as urban schools.

A number of initiatives have been put forward to ensure that PESS has a place in South Africa’s education system (OBE, C2005, RNCS, NCS, CAPS). South African education needs a clear-cut policy on Physical Education and School Sport (PESS). The school policy within the



curriculum is underdeveloped and does not give PESS its legal status as a fully fledged subject since it is part of the subject Life Orientation or Lifeskills. The South African Minister of Sport and Recreation in his budget speech as early as 1997 had already made a number of important statements regarding PESS. Very importantly, the Minister stated that he is worried about the damage that has been caused by the demise of Physical Education in South African schools, and that physical education as a subject should be high on the policy agenda of the Department of Education. In light of these previous statements by the South African government, it is time to move from the systemic policy agenda to institutional policy agenda-setting. This will ensure the legal status of school sport and physical education as a fully fledged subject.

Physical education and sport implementation as a subject with full status within the curriculum would ensure that the 'playing fields are leveled'; resources (financial and human) have to be made available as well as facilities and equipment; and teachers should be trained and qualified to teach physical education so that school sport becomes part of the school's curriculum. CAPS is therefore not a new policy, but a revised one. Physical education still does not have equal status to other subjects, just a slight increase in time (Dr S. Naidoo, WCED, Maitland, 24 September 2011). The challenge therefore is to place PESS on the agenda again and get the issue recognized as a problem to demand government action. Issue attention as a problem was also realized in India. Similar problems existed in developing countries such as South Africa and India with placing PESS on the policy agenda. The Indian Constitution made a commitment to make primary and middle grade education (for students ages 6 to 14) free and universal by 1960, with two national policy statements on education in 1968 and 1986 (and revised in 1992) placing much emphasis on this goal. But India's inability to allocate resources effectively and efficiently has made this goal unattainable (Prof Pralaya Kanango, JNU, New Delhi, 19 April 2007).

The importance of health education to overall development needs to be reinforced at the policy level, with participation by policy actors such as administrators, other subject teachers in schools, the health departments, parents and children. This subject should be recognised as a core subject; health and physical education must continue to be a compulsory subject from the primary to the secondary stage. Physical education is made to be an ongoing continuous process without a break, with participation by a greater number. 'This is what is required in a country ... A mass fitness movement, a spread of sports culture'. With all that is being said and done, sports management is primarily a question of raising young people through appropriate education and judicious measures (Prof Pralaya Kanango, JNU, New Delhi, 19 April 2007). The Habitat Agenda (1999) was intended as a global call to action at all levels. Prof Kanango further stated that, according to the Ministry of Youth Affairs and Sports, the Comprehensive Sports Policy (2007) aims at building on previous sport policies with a view to accomplishing the unfinished agenda and addressing the emerging challenges of India, most particularly the national goal of emerging as a global, yet exclusive, economic power in the near future. The 2007 policy fully recognizes the contribution of physical

education and sport to personal development, especially youth development, community development, health and wellbeing, education, economic development and entertainment; and to the promotion of international peace and brotherhood.

Therefore we need to change this sense of déjà vu that we are still living in apartheid times to a situation where we have a transformed nation of healthy, physically active, physically educated and sport indulgent people. There cannot be normal sport in an abnormal society. Regional and national coaches are concerned that township schools are not producing players of excellence. Those of colour are coming from ex-model C (Rondebosch Boys, SACS, Wynberg) and independent schools such as Diocesan College. Without resources and with PESS not a being compulsory subject in schools, we are not going to rid ourselves of the merit versus quota debate. The school sport and physical education discourse underscores the fact that policy agenda-setting should be set by the principal actors in policy agenda-setting in South Africa.

Different actors may have different levels of success at each policy stage. An actor is influential at the agenda-setting stage. It is therefore essential in a political system that all the active and legitimate groups in the population make themselves heard at some crucial stage in the process. The most important factor to look at, when examining who sets the policy agenda and why, is who can initiate agenda-setting and the role played by these principal actors in agenda-setting in South Africa.

The following are principal actors in policy agenda-setting in Physical Education and School Sport in South Africa:

- Elected political office bearers such as SASCOC, NACOC, the Sport Minister, the Education Minister, National, Regional and Local Government;
- Appointed Officials in the form of Sport and Education Portfolio Committees, Department of Education South Africa, Sport and Recreation South Africa, Ministers of Sport (National, Regional, Local), and Ministers of Education (National, Regional, Local);
- Interest Groups such as the South African Sport Federations, TAC, SGBs, Educators, Learners, Parents, School Sport Structures, Teacher Unions, School Sport Structures, Curriculum Advisory Committees, Tertiary Institutions, and South African Olympic Committee;

## **RECOMMENDATIONS TO ACTORS – POLICY AGENDA SETTING**

### **Minister of Education**

Since the end of legal Apartheid in 1994, educational reforms have been within an econometric rationale. Changing education within this framework was considered important for economic growth. Citizens were expected to compete in international markets through OBE. Science and Technology were seen as the key focus learning areas to economic development.

The national agenda is being pursued within the neoliberal agenda dictated by the World Bank and International Monetary Fund. It is against this background that the Department of Education envisages an alternative scenario. Such a scenario, I would argue, is inescapable, especially the policy agenda-setting for physical education and school sport in the school curriculum.

It is recommended that the Minister of Education as a principal actor has to be the chief agenda setter, together with Minister of Sport and Recreation. Enough evidence and research is evident to place Physical Education and School Sport even more prominently on the policy agenda for the benefit of the youth of this country, as well as for transformation and reform.

### **Minister of Sport and Recreation**

The Framework for Collaboration between the Departments of Sports and Recreation and Education has to be implemented to transform physical education, school sport and recreation. This Framework for Collaboration should be high on the national agenda. The issues that impede the implementation of this Framework of Collaboration should be eradicated for the sake of placing Physical Education and School Sport on the policy agenda, so that policy implementation and review can take place.

The Minister of Sport and Recreation and the Minister of Education, as Key Principal Actors in agenda-setting for Physical Education and School Sport, should accept the central and, where necessary, the interventionist role that government must play in the transformation of sport and recreation. They should also develop programmes aimed at increasing the participation levels in school sport as part of moral regeneration, social cohesion and the promotion of healthy lifestyles. The Department of Education and Department of Sport and Recreation are best placed to provide the leadership that is required to achieve the vision of equity, access and quality with mass participation in curricular, extracurricular, extramural, recreational and competitive school sport and physical education programmes.

This framework for collaboration should be placed high on the agenda and should apply to all school sport and physical education programmes. Therefore, the Department of Education and Department of Sport and Recreation should place physical education and school sport on the Institutional Agenda of the Government of South Africa.

### **Non-governmental organisations**

An analysis of data showed that South Africans are particularly knowledgeable about the constructive role that sport can play in their society. Almost 90% agreed that sport has an important role in bringing people of different races together and 80% agreed that sport is a public good. These high percentages are no doubt a reflection of the fact that sport has been a basic ingredient of national cohesion since 1994. Winning the Rugby World Cup in 1995 underscores the point that sport can unite a nation.

Despite vast disparities between communities and access to facilities, South Africans are generally passionate and keen to participate and support sport, even though there might be a debate about the use of apartheid symbols such as the Springbok emblem as discussed by Douglas Booth in his book *The Race Game* and the Luke Watson saga.

NGOs should continue to organise sport in the community, and as an actor keep school sport and physical education on the policy agenda. Pressure should be put on government so that Physical Education and School Sport becomes an issue for the institutional agenda of government so that it is explicitly up for active and serious consideration by decision-makers. When Physical Education and School Sport is placed on the Institutional Agenda, it will receive formal attention by the government.

### **Interest groups**

Interest groups should not underestimate their importance as a principal actor in the agenda-setting process. Teachers who are the practitioners who handle the policy frameworks everyday should play a vital role in the monitoring and evaluation part of the policy process. When interest groups find that there is a lack of policy or underdeveloped policy, they should place the issues on the public agenda.

This can be done by using the media. Using the media as an agenda-setting tool by interest groups would get the issues on the systemic agenda at least. The public agenda will then move on to the media agenda and hopefully to the policy agenda. The issue of physical education and school sport, if placed on the media and the public agenda, will gradually rise and the media will keep the issue-attention high so that the issue can reach the policy agenda.

### **Department officials**

Department officials are most commonly associated with policy formulation, either through the development of new legislation or through oversight and legislative review. Career bureaucrats first develop most policy proposals in governmental agencies. These officials who have been involved in developing policy often have more expertise in specific areas of public policy than elected officials; therefore they are in a particularly good position to engage in the formulation of policy as well as policy agenda-setting. The officials of the Department of Education and Department of Sport and Recreation are particularly targeted for ongoing analysis, monitoring, review and to advise the minister on the agenda-setting of school sport and physical education and implementation of the Framework of Collaboration and other policies.

### **Pressure Groups**

Another actor in the implementation in the policy process is pressure groups. Pressure groups assist in the implementation process as well as the agenda-setting process, as they are able to

influence agencies. Pressure groups, such as WHO, UNICEF, MINEPS, SGBs, UNESCO, teacher unions, portfolio committees, Curriculum Advisory Committees, media and academics should apply pressure until issues reach the policy agenda.

The UNESCO/ICESSD in its country report (July/August 2011) on South Africa concluded that a draft school policy has recently been developed, which encourages sporting activities including physical education as part of a subject at school (CAPS). The Western Cape has developed a regional School Sport Policy and a formal Directorate of School Sport within the Provincial Sports Department. The objective of the Unit is to coordinate and promote sport at schools in conjunction with the Provincial Department of Education.

UNESCO/ICESSD's research conducted further concluded that the African Sports Index showed that National Government and Sport and Recreation South Africa, have been and will continue to be responsible for international, national and local sport policy challenges. The relationship between state and civil society has been vibrant and an acute awareness of human rights and rights to access equal opportunities.

Recommendations generally to all principal actors should be to maintain the issue attention so that the issue of physical education and school sport should not fall off the policy agenda and so that it reaches the institutional agenda as the Institutional Agenda comes with government action in the form of resources, legislation and timeframes for action.

## REFERENCES

African National Congress Education Department (1994). *A Policy Framework for Education and Training*. Braamfontein: ANC.

African National Congress. (July 1997). 'Nation-formation and nation-building: The national question in South Africa'. *ANC Discussion Document*, Johannesburg: ANC.

Ajisafe, M.O. (1997). *Some hints on the status of PE and sports in Africa*. ICSSPE/CIEPSS Bulletin, 23: 24-26.

Amusa, L.O. and Toriola, A.L. (25 September 2002). *Professional issues in exercise, sports science and physical science and physical education in Africa*. ICSSPE Bulletin: 30.

Anonymous. (1948). *An Outline of Physical Education in South Africa*. Vigor, II (1): 6.

Archer, R. and Bouillon, A. (1982). *The South African Game: Sport and Racism*. London.

Asmal, K. (8 February 2000a). 'Press announcement by the Minister of Education, Prof Kader Asmal, on the occasion of the appointment of the Review Team to study the national outcomes-based curriculum and progress with its implementation': Cape Town.

Asmal, K. (20 February 2000b). 'Address by Prof Kader Asmal, MP, Minister of Education' Soweto Education Summit. Soweto Education College.

Asmal, K. (6 May 2000c). 'Speech by Prof Kader Asmal, Minister of Education to the Consulting Workshop on Religion in Education, on Saturday 6 May 2000 at 08.30'. Pretoria: Department of Education,.

Barnes, E. (30 May 2004). *Compulsory PE for 3 year olds to beat obesity*. Scotland.

Bera, T.K. (1988). *The experiment on muscular power and endurance as the effect of specific exercises and yogic practices*, VISPER journal 1: 43-54.

Bhamjee, Y. (1998). Sport in South Africa: An Interpretation of the Perspective of the Non-racial Sports Movement. *Paper presented to the Seventh Biannual Conference of the Australian Society for Sports History*. Sydney.

Black, D. and Nauright, J. (1998). *Rugby and the South African Nation: Rugby, Politics and Culture in the Old and New South Africa's*. Manchester: Blackwell Publishing.

Booth, D. (1998). *The Race Game: Sport Race and Politics in South Africa*. London: Frank Cass.

Booth, D. (1998). *The Race Game*. London: University of Tago and Frank Cass.

Booth, D. and Tatz, C. (2000). *One Eyed A View of Australian Sport*. Sydney: Allen and Unwin.

Booth, D. (1986). 'International Sporting Tours of South Africa: 'A Critical Comment''. *Trans Africa Forum*, 3(2): 25-42.

Brutus, D. (1970). 'Sport and Apartheid'. *Current Affairs Bulletin*, 46(12): 178-188.

Bretton Woods Commission. (1994). Bretton Woods: *Looking to the Future*. Washington D.C.: IBRD,

Bureau of the Committee for the Development of Sport. (12-13 September 2002b). *Draft conclusions on improving physical education and sport for children and young people in all European countries, MSL-IM16 (2002) 5 Rev.4*. 16<sup>th</sup> Informal Meeting of European Sports Ministers, Warsaw, Poland: Strasbourg Council of Europe.

Bureau for Information. (1986). 'The Two Sides of Politics in Sport: Change on the Sports field'. *Indicator South Africa*, 4(1):88-91.

Calestons, J. and Clark, N. (1995). "Policy Research in Sub-Saharan Africa: An Exploration. *"Public Administration and Development*, 15: 121-137.

Cape Argus. (25 April 2005).

Carl, F., et al. (1988). *Curriculum Development in the primary school*. Cape Town: MML.

Centre for Education Policy Development (CEPD). (2000). *'The Implementation of C2005 at National and Provincial Levels: First Draft: A Component of Formative Evaluation and Monitoring of Curriculum 2005 Implementation in South Africa'*. Johannesburg.

Children's Participation in Cultural and Leisure Activities. (2006). cat. no. 4901.0.

Chisholm, L. (1995). *'International and Comparative Perspectives on OBE and Assessment'*.

Christie, P. (1996). Globalisation and the curriculum: Proposals for the integration of education and training in South Africa. *International Journal of Educational Development*, 16(4):407-416.

Cloete, F. and de Coning, C. (2011). *Improving Public Policy*. Pretoria: Van Schaik Publishers.

*Constitution of the Republic of South Africa*. (1996)

Curriculum 2005. (1997). *Learning for the 21<sup>st</sup> Century*

Department of Cultural Affairs and Sport. (1995). *A Provincial Policy Framework – Draft Rainbow Paper, Lets Play and develop*. Western Cape: Department of Sport and Recreation.

Department of Cultural Affairs and Sport. (2000). *School Sport Policy*. DCAS

Department of Arts, Culture, Science and Technology. (1996). *White paper on science and technology: Preparing for the 21<sup>st</sup> century*. Pretoria: DACST.

Department of Education. (1997). Education White Paper 3: *A programme for the transformation of Higher Education*. Pretoria: government no 18207.

Department of Education. (2001). *Draft National Curriculum Statement for Grades R to 9: Life Orientation (Schools)*. Pretoria, South Africa: Department of Education.

Department of Health. (2002). *South Africa Demographic and Health Survey Report*. Pretoria: Department of Health.

Department of Sport and Movement Studies. (2000). *Wallaby in a Springbok jersey: A new game plan*. Unpublished paper, read at 2000 Pre-Olympic Congress Sports Medicine and Physical Education International Congress on Sports Science

Department of Sport and Recreation. (1997). *Getting the Nation to Play. White Paper: Sport and Recreation South Africa*, Pretoria; Government Press.

Department of Sport and Recreation. (1997). *Executive Summary of Rainbow Paper on Sport and Recreation*, Pretoria: DSORSA.

Department of Sport and Recreation. (1998). *White Paper*, Pretoria: Government Printer.

Department of Sport and Recreation. (2002). *Consultation Paper – State Sustainability Strategy*. Government of Western Australia.

Desai, A. (2002). *'The Transformation and Reform of Sport in South Africa: A case study of the WPCA'*. Cape Town: Unpublished Master's thesis, UWC.

Desai, A. (2011). *'Policy Agenda-Setting and the use of Agenda-setting models for school sport and physical education in South Africa'*. Cape Town : Unpublished PhD thesis, UWC.

Department of Education. (1998). *Comprehensive strategy for curriculum change and transformation*. Pretoria: Government Press.

Department of Education. (1998b). *Assessment Policy in the General Education and Training Bands. Grade R to 9 and ABET*. Pretoria: Government Press.

Department of Education. (1998d). *Comprehensive strategy for curriculum change and transformation*. Draft August. Pretoria: Government Press.

Department of Education. (1995). *Curriculum Framework for general and further Education and Training Discussion Document Developed by the Consultative Forum on Curriculum*. Pretoria: Government Press.

Department of Education. (1996). Lifelong Learning through a National Qualifications Framework. *Report of the Ministerial Committee for Development Work on the NQF*. Pretoria: Government Press.

Department of Education. (1997a). Curriculum 2005. *Learning for the 21<sup>st</sup> Century*. Pretoria: Government Press.

Department of Education. (1997b). Foundation Phase (Grades R to 3). *Policy Document*, Pretoria: Government Press.

Department of Education. (1997c). Intermediate Phase (Grades 4 to 6). *Policy Document*, Pretoria: Government Press.

Department of Education. (1997d). Senior Phase (Grades 7 to 9). *Policy Document*, Pretoria: Government Press.

Department of Education. (1997e). *Discussion document: Curriculum 2005: Specific Outcomes, assessment criteria, range statements Grades 1 to 9*. Pretoria: Government Press.

Department of Education. (1997f). *National Evaluation and Monitoring of the trail of Curriculum 2005 and OBE in Provincial Pilot Schools in South Africa*. Pretoria: Government Press.

Department of Education. (1997g). *Building a Brighter Future Curriculum 2005. Questions and Answers for Learners, Educators, Parents and Governing Bodies*. Pretoria: Government Press.

Department of Education. (2000b). *National Education Policy Act No. 18400*. Pretoria: Government Press.



Department of Education. (2002). *School Based Curriculum Management and Planning*. Pretoria: Government Press.

Department of Education. (2000). *Understanding the SA Schools Act*. Pretoria: Government Press.

Department of Education. (1995). *Curriculum Framework for General and Further Education and Training Discussion Document Developed by the Consultative Forum on Curriculum*. Pretoria: Government Press.

Doll-Tepper, G. and Scoretz, D. (2001). *Proceedings, 'World Summit on Physical Education'*. Schorndorf: Verlag Karl Hofmann.

*Executive Summary of Rainbow Paper on Sport and Recreation*. (2000) Pretoria: Government Press.

Fairclough, S. and Stratton, G.. (19-23 July 2000). *Physical education curriculum and extra-curriculum time as a consequence of the relaxed physical education orders and national literacy strategy; a survey of primary school in the north-west of England*. Paper presented at the European College of Sports Science Congress. Jyväskylä, Finland.

Fifers, J. (12 May 1999). *Semester vs. all year physical education*. PE Talk/Digest.

Filatov, I. (1997). *The Rainbow against the African sky or African hegemony is a multi cultural context*. Transformation 34, 37.

Hardman, K. (1994). Physical education in schools. In F.I. Bell and G.H., van Glyn (eds). *'Access to Activate Living'. Proceedings of the 10<sup>th</sup> Commonwealth & International Scientific Congress*, Victoria, Canada: University of Victoria: 71-76.

Hardman, K. (1993). 'Physical education within the school curriculum'. In J. Mester (ed.). *'Sport Sciences in Europe 1993' – Current and Future Perspectives*, Aachen: Meyer and Meyer Verlag: 554-560.

Hardman, K. (9-14 July 1996). The fall and the rise of physical education in international context. *Symposium Paper, Pre-Olympic and International Scientific Congress*, Dallas: Texas.

Hardman, K. (6-9 September 1998b). *Threats to physical education! Threats to sport for all*. Paper presented at the I.O.C. VII World Congress 'Johannesburg, South Africa.

Hardman, K. (6-9 September 1999). *The World Summit on Physical. Challenges for the next Millennium*. Pre-All African Games Congress, Johannesburg, South Africa..

Hardman, K. & Marshall, J.J.( 2000a). *Worldwide survey of the state and status of school physical education, Final Report*. Manchester: University of Manchester.

Hardman, K. & Marshall, J. (2001). World Wide Survey on the State and Status of Physical Education in Schools. In Doll-Teper, G. & Scoretz, D. (Editors). *World Summit on Physical Education*. Berlin: ICSSPE.

Hardman, K. (2002a). Council of Europe Committee for the Development of Sport (CDDS), *European Physical Education/Sport Survey. Report on Summary of Findings*. MSL-IM 16 (2002) 9. Strasbourg: Council of Europe.

Hardman, K. (2002b). Council of Europe Committee for the Development of Sport (CDDS). *Report on School Physical Education in Europe*. MSL-IM 16 (2002) 9. Strasbourg: Council of Europe.

Hardman, K. (30 October-2 November 2005). *Global Vision of Situations, Trends and Issues of Sport and Physical Education in Schools*. Paper presented at the International Conference on Sport and Physical Education. Bangkok, Thailand.

Hardman, K. and Marshall, J.J.( 2000). *Worldwide survey of the state and status of school physical education, Final Report*. Manchester: University of Manchester.

Human Sciences Research Council. (1982). *Sport in the RSA: Main Committee Report*. Pretoria

Human Sciences Research Council. (1999). *Evaluation of Curriculum 2005*. Preliminary Report: Pretoria.

Human Sciences Research Council. (20 January 2000). *Nationwide Formative Evaluation and Monitoring of C2005 in SA*: Preliminary Report submitted to the National Department of Education. HSRC.

Human Sciences Research Council. (15 May 2000). *Formative Evaluation and Monitoring of Curriculum 2005 Implementation in Gauteng*. Preliminary Report submitted to Gauteng Institute for Curriculum Development (GICD). Pretoria.

Jansen, J.D. (1997). Why education policies fail. *Indicator South Africa*, 15(1):56-58.

Jansen J.D. (July 1998). *How to make teachers disappear, International research and the education policies of developing countries*. Plenary Address to the World Congress on Comparative Education, Cape Town,.

Jansen, J. (3 November 1999). 'Curriculum Reform in South Africa: A Critical Analysis of Outcomes-Based Education'. *Cambridge Journal of Education*, 28.

Jansen, J. (2002). *Globalisation, Curriculum and the Third World State in dialogue with Michael Apple*. Centre for Education Research, Evaluation and Policy UDW, South Africa.

Jansen, J.D. and Christie, P. (Editors). (1999). *Changing curriculum: Studies of outcomes based education in South Africa*. Cape Town: Juta Academic Publishers.

Jenne, K. (1997). *Spreading physical education to Cape Town Schools*. ICSSPE/CIEPSS Bulletin, 23: 28-29.

Katzenellenbogen, E. (1994). Physical Education in the school curriculum: A right and necessity for wellness. In Amusa, L.O. (Editor). *Health, Physical Education, Recreation, Sport*

*and Dance in Africa*. Gaborone, Botswana: Africa Association for Health, Physical Education, Recreation, Sport and Dance: 29-35.

Katzenellenbogen, E. (1994). *Physical Education in the school curriculum*. Gaborone: Botswana.

Keim, K.M. & Zinn, K. (1998). In-Service Training Project in the Western Cape. (INSET): A collaborative attempt to keep Physical Education in South African Schools. *African Journal for Physical, Health Education, Recreation and Dance*, 4(2): 121-127.

Loopstra, O. and Van der Gugten, T. (1997). *Physical education from a European point of view*. EU-1478.

Machel Samora (1985). *An African Revolutionary: Selected speeches and writings*.

Machendrick, M. (1996). Active living and quality daily physical education – the perfect solution. *CAHPERD Journal*, 62(1): 2.

National Sport and Recreation Bill (White Paper – 1998) Pretoria: Government Press.

National Sports and Recreation Bill. (1998). Pretoria: Government Press.

Nauright J. (1998). *Sport, Cultures and Identities in South Africa*. Claremont: David Phillip.

Revised National Curriculum Statements. (2003). *Revised National Curriculum*. Pretoria: Department of Education.

South African Council on Sport. (1988). *SACOS Sport Festival '88: A Commemorative Volume*. Cape Town. Reports of Biennial General Meetings, 1979-95.

South African Democratic Teachers' Union. (2000). *'Conceptualisation of the Curriculum Development Capacity Building'*. Johannesburg.

*South African Schools Act*. (1994). Pretoria: Government Press.

*South African Sports Commission Bill*. (1998). Pretoria: Government Press.

South African Sports Federation Steering Committee. (1987). The Establishment of an Autonomous Representative Body and Provision Structure for Sport and Recreation. *The Confederation of South African Sport*. Pretoria.

South Africa's Report Card on Physical Activity for Children and Youth. (2007). *Healthy Active Kids*. South Africa.

South African White Paper on Sport and Recreation, Getting the Nation to Play. (1996).

Spady, W. (1994). *Outcomes-Based Education: Critical Issues and Answers*. Arlington Va: American Association of School Administrators.

*Sport and Recreation Budget Speech* by Deputy Minister G.C. Oosthuizen. (5 June 2006). National Council of Provinces.

*Sport and Recreation Budget Speech* by Deputy Minister G.C. Oosthuizen. (31 May 2006). National Assembly.

Sunday Times Correspondent. (13 February 2005). Merit versus Quota. *Sunday Times*. 17.

Talbot, M. (2001). The Case for Physical Education. In Doll-Teppe, G. & Scoretz, D. (Editors). *World Summit on Physical Education*, Berlin: ICSSPE.

*The Educational Journal*. (2006):1.

*The Educator's Voice*. (Jan/Feb 2005): 28.

*The 21<sup>st</sup> Century Plague*. (2008: 1).

University of Venda for Science and Technology: L.O. Amusa. (2000). *The contribution that Physical Education and School Sport can make to South African education (post-partite)*. Unpublished paper used as a case study summary. South Africa.

Van der Merwe, F. (1999). Historical perspectives of physical education and sports in Southern Africa. In Amusa, L.O., Toriola, A.L. and Onyewadume, I.U. (Editors). *Physical Education and Sport in Africa*: 1-20. Ibadan, Nigeria: LAP Publications Ltd.

Van Deventer, K.J. (19-23 July 2002). *Quality Physical Education through Partnership*. Proceedings of the 12<sup>th</sup> Commonwealth International Sport Conference, Manchester-UK, pages 14-29.

Verster, T.L., van Heerden, S.M. and van Zyl, A.E. (1986). *Educational Themes in Time Perspective 2*. Durban: Butterworth.

Walter, C.M. (1994). Problems and Challenges: Physical Education and Sport in Historically Black South African Schools. In L.O. Amusa (ed.). *Health, Physical Education, Recreation, Sport and Dance in Africa*: 108 – 114. Gabarone, Botswana: AFAHPER – SD

Evers T. cited in Sweeney, N. (2004). *As obesity grows, schools cut education. Activity levels of students drops from years ago*. [www.jasonline.com/news/gen.apr04/224866.asp](http://www.jasonline.com/news/gen.apr04/224866.asp) [24 April].

<http://www.worc.ac.uk/documents/International%20PE%20Survey%20%Questionnaire114.doc>  
(Website: International Survey of the State and Status of School Physical Education)  
<http://www.UNESCO.org>. (2003).

Kippers, B. cited in Sweeney, N. (2004). *As obesity grows, schools cut education. Activity levels of students drop from years ago*. [www.jasonline.com/news/gen/apr04/22866.asp](http://www.jasonline.com/news/gen/apr04/22866.asp) [24 April].

Western Cape Education Statistics Department. (1998). *DET: Annual Reports (1980-1986)*. Pretoria: The Government Printer.

Williams, M. (1999). *'Outcomes-Based Education: A comparative Study in Selected Teachers Responded to Curriculum 2005?' (Med, Wits).*

World Health Organisation. (1995). Fims Committee on Physical Activity for Health *Exercise for Health, Bulletin of the World Health Organisation*, 73(2): 135-136.

## **CASE STUDIES OF FEDERATIONS AND CLUB DEVELOPMENT**

### **CASE 5: THE EDEN SPORTS COUNCIL AS A FUNCTIONAL DISTRICT SPORT COUNCIL**

David Van der Walt

#### **INTRODUCTION**

The EDEN Sport Council is a functional, operational and effective district sport council that forms part of the Western Cape sport community in that it is a member of the WCPSC and work in close partnership with DCAS. It was structured to serve the sport community of Eden and can possibly be used as a model for similar sport bodies country wide. This is by no means a feat that EDENSC was awarded the DSC Award of the Year in the Western Cape twice before it was terminated! Their vision of serving the sport community of Eden is enhanced by their pro-active working method and the fact that they are structured to do so. To support this, a network of good relationships has been established with the Eden District Municipality and the 7 B-municipalities. In fact, EDENSC has established Municipal Sport Councils [MSC] in all 7 municipals! A well organised, operational, passionate and effective EXCO and MANCO [supported by a well organised commission structure] are carrying out their mandate of monitoring, evaluation and support to all members. The close relationship with DCAS [Eden] forms one of the pillars of support. This is also the case with the Eden School Sport structure.

The Business Plan states that the main objective of this business plan is to put in place an operational plan for the distribution of the Conditional Grant and other funding for the EDEN District Sport Council. The short term goal is to put in place mechanisms to control the distribution of this conditional grant whereas the medium term goals is to build out the EDENSC and its districts as to provide a service in promoting and developing sport in the EDEN District.

The business Plan furthermore state that the EDENSC possesses the necessary knowledge and skills to take control and responsibility for the fair use and distribution of the conditional grant. The lack of manpower as well as the fact that the administrators of the EDENSC are volunteers, will caution the process however. Networking is a priority for the EDENSC in order to form partnerships with government entities, private enterprises, the media, non-governmental organisations and local governments.

The main source of income for the EDENSC is the conditional grant. Applications to the LOTTO in the past have not realized [as SASCOC is at the moment negotiating on behalf of all sport councils with them]. EDENSC has applied to NLC as a sport entity in its own right at the end of 2015 and received their reference number already. Local governments add to the income by means of supporting events monetarily. The sourcing of additional funding however remains a major concern as EDENSC competes against 50 DSF's and numerous school, charity organisations & NGO's.

## BASIC STATISTICS

- 51 sport federations affiliated
- 7 municipal sport councils affiliated
- 1 district sport academy
- 283 schools indirectly affiliated
- 16 strong EXCO
- Affiliation fee – R400

## STRUCTURES

- **COUNCIL:** This body meet twice a year, in early June for the AGM and in Oct/Nov for the Member Meeting where all members can speak their minds. In both cases the attendance is above 80% - a feat in itself taking the vast distances in the district in cognisance. [see contact list attached]
- **EXCO:** This body met at least 4 times per annum spread over the 4 terms. It consists of the MANCO and the chairpersons of the 9 commissions and the 2 DCAS representatives as ex officio members. They also try to attend the AGM, award functions and major events of all members – a tough call! A guideline document for the different portfolios was developed by the secretary and accepted at the EXCO. [attached]
- **MANCO:** This body is responsible for the day to day operations and meet on average about 12 times per annum and as needed. All their decisions are ratified by the EXCO. The MANCO consists of the following persons but also invite persons that can assist in matters of concern:
- **COMMISSIONS:** The EDENSC operates with 9 commissions that form the basis of their success. Each commission consists of at least 4 to 5 persons spread over the spectrum of all the sport codes. Their chairpersons have to submit regular reports on a template issued by the secretary [attached]. The call their own meetings and the EDENSC budget for the basic expenses of each commission.

<b>EXECUTIVE</b>	EDEN SPORT COUNCIL		
Chairperson	Speelman, Desmond	083-5212821	<a href="mailto:desmondspeelman@gmail.com">desmondspeelman@gmail.com</a>
Vice Chairperson	Claassen, Rudi	083-5004877	<a href="mailto:rudolphclaassen9@gmail.com">rudolphclaassen9@gmail.com</a>
Secretary	Van der Walt, Dave	082-7734901	<a href="mailto:sportcouncil.eden@gmail.com">sportcouncil.eden@gmail.com</a>
Treasurer	Johannes, Christel	076-4575325	<a href="mailto:christelijohannes@gmail.com">christelijohannes@gmail.com</a>
DCAS Ex Officio	Van der Westhuizen, Dirk	072-8548830	<a href="mailto:dirk.vanderwesthuizen@westerncape.gov.za">dirk.vanderwesthuizen@westerncape.gov.za</a>
	Neethling, Jean	082-7769510	<a href="mailto:jean.neethling@westerncape.gov.za">jean.neethling@westerncape.gov.za</a>
Eden Academy/Coaches	De Swardt, Abrie	072-3481961	<a href="mailto:abrie.deswardt@nmmu.ac.za">abrie.deswardt@nmmu.ac.za</a>
Farm Workers	Dyssel, Reggie	079-2972921	<a href="mailto:gamkaprim@gmail.com">gamkaprim@gmail.com</a>
Federations	Bence, Corné	082-4692652	<a href="mailto:bence.corne@gmail.com">bence.corne@gmail.com</a>
Federations	Davis, Trevor	071-8773328	<a href="mailto:tpdavis@mweb.co.za">tpdavis@mweb.co.za</a>
Municipalities	America, Ebrahim	082-4940978	<a href="mailto:americaec5@gmail.com">americaec5@gmail.com</a>
School Sport	Witbooi, Pat	071-8603731	<a href="mailto:patwitbooi1@gmail.com">patwitbooi1@gmail.com</a>
Sport for Disabled	Langeveld, Vivien	073-6223296	<a href="mailto:viberlang@webmail.co.za">viberlang@webmail.co.za</a>
TMC	Shishana, Elvis	082-3028282	<a href="mailto:shishanae@safa.net">shishanae@safa.net</a>
Women & Girls Sport	Barnard, Anita	082-6808405	<a href="mailto:nikkistander@hotmail.com">nikkistander@hotmail.com</a>
Athletes Representative	Terblanche, Kittie	084-2501202	<a href="mailto:terblanche.kittie@gmail.com">terblanche.kittie@gmail.com</a>
Chairperson	Speelman, Desmond	083-5212821	<a href="mailto:desmondspeelman@gmail.com">desmondspeelman@gmail.com</a>
Vice Chairperson	Claassen, Rudi	083-5004877	<a href="mailto:rudolphclaassen9@gmail.com">rudolphclaassen9@gmail.com</a>
Secretary	Van der Walt, Dave	082-7734901	<a href="mailto:sportcouncil.eden@gmail.com">sportcouncil.eden@gmail.com</a>
Treasurer	Johannes, Christel	076-4575325	<a href="mailto:christelijohannes@gmail.com">christelijohannes@gmail.com</a>
DCAS Ex Officio	Van der Westhuizen, Dirk	072-8548830	<a href="mailto:dirk.vanderwesthuizen@westerncape.gov.za">dirk.vanderwesthuizen@westerncape.gov.za</a>
	Neethling, Jean	082-7769510	<a href="mailto:jean.neethling@westerncape.gov.za">jean.neethling@westerncape.gov.za</a>
<b>COMMISSIONS</b>			
COACHES	De Swardt, Abrie [C]	072-3481961	<a href="mailto:abrie.deswardt@nmmu.ac.za">abrie.deswardt@nmmu.ac.za</a>
COACHES	Davis, Elma	083-4119881	<a href="mailto:elma1davis@gmail.com">elma1davis@gmail.com</a>
COACHES	McKay, Stephnie	082-0988439	<a href="mailto:stephniemckay@gmail.com">stephniemckay@gmail.com</a>
DISABILITY SPORT	Langeveld, Vivien	073-6223296	<a href="mailto:viberlang@webmail.co.za">viberlang@webmail.co.za</a>
DISABILITY SPORT	Olen, Marili [S]	083-6297079	<a href="mailto:olenmarali@gmail.com">olenmarali@gmail.com</a>
EDEN ACADEMY	De Swardt, Abrie [MAN]	072-3481961	<a href="mailto:abrie.deswardt@nmmu.ac.za">abrie.deswardt@nmmu.ac.za</a>
EDEN ACADEMY	McKay, Stephnie	082-0988439	<a href="mailto:stephniemckay@gmail.com">stephniemckay@gmail.com</a>
FARM WORKERS	Dyssel, Reggie	079-2972921	<a href="mailto:gamkaprim@gmail.com">gamkaprim@gmail.com</a>
FARM WORKERS	Hendricks, Berty	061-3102749	<a href="mailto:bertyhendricks22@gmail.com">bertyhendricks22@gmail.com</a>
TMC	Shishana, Elvis [C]	082-3028282	<a href="mailto:shishanae@safa.net">shishanae@safa.net</a>
TMC	Julies. Nadia	078-7884112	<a href="mailto:nijulies@gmail.com">nijulies@gmail.com</a>
WOMEN & GIRLS	Barnard, Anita [C]	082-6808405	<a href="mailto:nikkistander@hotmail.com">nikkistander@hotmail.com</a>
WOMEN & GIRLS	Gerber, Cathy [S]	082-5631242	<a href="mailto:cathy04@telkomsa.net">cathy04@telkomsa.net</a>
COLOURS	Van der Walt, Dave [C]	082-7734901	<a href="mailto:davesus@telkomsa.net">davesus@telkomsa.net</a>
COLOURS	Hyde, Debra [S]	082-3967500	<a href="mailto:debrahyde@telkomsa.net">debrahyde@telkomsa.net</a>
ATHLETES	Terblanche, Kittie	084-2501202	<a href="mailto:terblanche.kittie@gmail.com">terblanche.kittie@gmail.com</a>

**ADMINISTRATION:** The success of the EDENSC can be attributed to the fact that a good relationship between the EXCO members consist, but even more, that the secretary is given some freedom to, within limits, can manage the day to day business of the EDENSC. In this regard it must be mentioned that the chairperson and secretary are in daily contact. A good communication system exists and the management and members are informed on almost a daily basis. This is supported by an active website and Facebook page. A comprehensive contact list [attached] is update on a monthly basis and so is the rolling events & dates calendar [attached]. A digital file for each member is opened and all correspondence is saved there. A strategic planning workshop for the EDENC EXCO is scheduled for early January every year. This is where the planning for the whole year is discussed. Because the EDENSC



see the constitution as a progressive document, is it updated and amended on a regular basis. [attached]

**REPORTING:** Reporting and monitoring plays an important role in the administration of the EDENSC. Well- constructed agendas and minutes [attached] are essential but even more the follow process. Reports of events and provincial meetings are standing points on the agendas. The EDENSC EXCO is conducting bi-lateral meetings with all their members to discuss matters of mutual concern [attached]. This has exposed many challenges within the running of the federations. Remedies is than applied and where it seem to be a general problem, special projects [Good Governance Indaba, Transformation Indaba, Financial Workshops, Funding Application Support Workshop, Substance Abuse Workshops] [attached] are organised. Compliancy is very important for EDENSC and a Compliancy Guideline document [attached] was drafted and the compliancy of each member is monitored on a compliancy register [attached]. Letters of Good Standing [attached] is only issued when members are at least in 80% compliancy. Tri-laterals conducted by DCAS, EDENSC, the relevant federations and other stakeholders, are hosted in January every year. This is where all federations that received funding must report back on how it was spend. EDENSC is also compiling a comprehensive Status Report every month which is submitted to DCAS and WCPSC and forwarded to all members. [attached]

**FINANCE:** This seemed to be major challenge in order to keep the standard of service delivery to our members on an acceptable level. The main income is from conditional grants from DCAS via the WCPSC. This has been cut this year by 59% and to service 58 members and to budget for 9 commissions, meet all the obligations on provincial level with less than R100 000, seems almost impossible! This does not even cover the administration cost! At every meeting a financial report [attached] is tabled and all claims are done electronically on a prescribed claim form [attached]. A Financial Policy was drafted [attached] and a business plan & budget is drafted every year [attached]. Never in the existence of the EDENSC has it received a qualified audit and are the AFS submitted on time to DCAS and WCPSC annually on time – most probably the one DSC in the WC that does it! [attached]

**PROJECTS:** As part of its vision the EDENSC frequently embark on capacity building programs as well as award projects. This is normally done in partnerships with other stakeholders like municipalities, DCAS and private enterprise. We also involve the relevant commission in these cases. Some to be mentioned are:

- **SPORT AWARDS:** Since its inception, the EDENSC has never missed an Eden Sport Awards. This is the opportunity to honour all the performing sport persons and institutions. A thorough adjudication process is followed and the fact that EDENSC claims at least 30% of the winners at WC level, indicates that the process is doing something correct! This is done in partnership with municipalities, DCAS and private enterprise. [attached]

- **INFO CAPACITY PROGRAMME:** The EDENSC has embarked on a programme of supplying relevant information to all its members on a continuous basis. This entail important sport notices on conferences, sport & safety, substance abuse, NSRP matters, sport articles, sport by-laws of municipalities, club development, scientific article on coaching, etc. An example is:
- **ALL STAR NITE – George:** The Eden Sport Council partnership with the Eden District Municipality and the SWD Eagles Rugby Union staged this gala event to pay tribute to all players, athletes, team management and technical staff that represented South Africa officially as members of Protea-, Springbok-, Leopards, SACOS-, NSC National Teams on international level and that is residing in the EDEN DISTRICT – that is the 7 municipalities of George, Oudtshoorn, Mossel Bay, Knysna, Bitou, Hessequa and Kannaland. The idea behind it is to say thank you for their contribution to sport and to reiterate that the community will not forget them. This took place on 11 August 2015 in George at the Outeniqua Stadium.
- **EDENSC TRANSFORMATION INDABA – 21 MAY 2016:** Zone 9 Community Hall, Tembaletu, GEORGE
- **GOOD GOVERNANCE WORKSHOP – NMU:** *“Die belangrikheid van etiese, goeie sportbestuur kan nooit genoeg beklemtoon word nie – maar dit moet nooit uit die oog verloor word dat wortel daarvan in elke huis begin!”*. Dit was die kern van die boodskap wat 34 sportfederasies en 2 munisipale sportrade aangehoor het. Die Indaba is aangebied in die Teater-lokaal op die NMU George Kampus [die venue-vennoot] op Vrydagaand 11 Augustus en 110 verteenwoordigers het dit bygewoon. In sy verwelkoming het Prof Quinton Johnson [NMU Kampusprinsipaal] die belangrikheid van NMU se betrokkenheid in die gemeenskap beklemtoon – dit sluit sport in! Desmond Speelman [Voorsitter Eden Sportraad] het in sy openingrede die belangrikheid van goeie leierskap aangeraak terwyl Dave van der Walt [sekretaris, Eden Sportraad], die Rol van Grondwette in goeie bestuur onderstreep het. Prof Willie van der Westhuizen [Millers Prokureurs], het die invloed van die King IV-verslag behandel en dit was duidelik dat sportliggame ernstig aandag daaraan sal moet gee. Na ‘n vraag en antwoordsessie gefasiliteer deur die programdirekteur, Bennett Bailey, is die volgende resolusies aanvaar:
  - 1 **Dat die EDEN Sportraad ‘n werkwinkel oor leierskap aanbied met die fokus op:**
    - Opvolgprogram vir persone om oor te neem wanneer nodig;
    - Federasies en sportrade moet hulle hou by hulle kernbesigheid;
    - Etiese leierskap;
    - Leierskap met morele waardes;
    - Die hervestiging van Nasionale, Provinsiale en Distrikstrots.

- Dat die EDEN Sportraad programme ontwikkel en aanbied wat direk spreek tot goeie leierskap en korporatiewe bestuur beginnende by 2010 program oor Nasionale simbole.
- Hierdie kapasiteitsbouprojek is deel van Eden Sportraad se visie om hul lede te bemagtig en is aangebied in vennootskap met Millers Prokureurs [George], NMU [George Kampus] en die Weskaap Departement van Kultuursake & Sport.
- **WESTERN CAPE SPORT CONFERENCE** – NMU: The Western Cape Department of Cultural Affairs and Sport, George Municipality, Eden Sport Council and Nelson Mandela Metropolitan University hosted the 3<sup>rd</sup> Western Cape Conference on Sport at the university's George Campus on Friday 10 and Saturday 11 March 2017. Prof Quinton Johnson [NNMU Campus Principal], Rudi Claassen [Vice Chairperson of EDEN Sport Council] and Councillor Melvin Naik [George Mayor], welcomed all to this beautiful campus after which the MEC of WC Department of Cultural Affairs & Sport, me Anroux Marais, delivered the keynote address to the attendees from all over the Western Cape. The conference was covered live by Eden FM and the Programme Director, Morné Pietersen, really steered the proceedings in the right direction.  
The conference theme of **Olympism**, was well supported by topics like
  - Olympic values [Prof Marion Keim - UWC]
  - Fundamental principles of Olympism [Bennet Bailey -DCAS]
  - Assessment of the implementation of the NSRP in the WC [Dr Lyndon Bouah - DCAS]
  - Citius, Altius, Fortius [Dr Debbie Alexander –SASCOC]
  - Diversity in Sport [Deshun Deyssel - Mountaineering]
  - The Athletes Perspective [Ernst van Dyk - SA Paralympic athlete]
  - Governance and Administration in Sport [JP Naude – WCPSC]
  - Municipalities and Sport [Shanold Marillac – George Municipality]
- **SUBSTANCE ABUSE WORKSHOP - George:** As part of the capacity building programme of the EDENSC, a Substance Abuse Workshop was hosted under the auspices of the EDENSC Athletes' Commission on Thursday, 4 May 2017 in George. It was presented Hendrik de Villiers, ex South African and World Triathlon Athlete now working for the *South African Institute for Drug-Free Sport [SAIDS]*. This is a relevant and important topic at present and EDENSC would like its members to empower themselves in order to meet the challenges of drugs in sport.
- **DCAS FUNDING SUPPORT WORKSHOP - THURSDAY 14 SEPTEMBER 2017 – ETA COLLEGE, GEORGE**  
The EDENSC in partnership with DCAS will be hosting a workshop to assist federations with the completion of their funding applications as there seem to be many questions. A team under the leadership of Remo Allies from DCAS HQ will be present to assist with the challenges. Members of the WC LOTTO agency will also be present to assist with application where federations qualify. Unfortunately the workshop can only commence

at 11:00 as they have to travel from Cape Town. *PLEASE COMPLETE THE ATTACHED ROSTER AND SEND BACK BEFORE END OF DAY ON MONDAY 11 SEPT 2017. "First come, first serve" The final slots will be made known to the federations after all the requests have been attended to.*

**SPORT DOCUMENTS:** The EDENSC has built up a library on the most important sport documents on request in EDEN. This is made available to all our members on request. This include documents like:

- SASCOC Categorisation & Membership
- NSRP
- Sport & Recreation Act 1998
- Compliancy Guidelines
- Transformation Policy & Charter
- Constitutions
- Women in Sport Strategy, etc.

**WEBSITE & FACEBOOK:** EDENSC is operating an active website [ [www.edensc.co.za](http://www.edensc.co.za) ] as well as a Facebook page [EDEN SPORT COUNCIL]. All necessary information are to be found on the website.

**BRANDING, MARKETING & MEDIA:** The EDENSC is mindful of the importance of visibility in order to promote the vision and mission. Branding, corporate gear, website in addition to regular media coverage is of the essence. Very little if any DSC can match EDENSC in this regards. [see profile document attached].

**EDEN SPORT ACADEMY:** EDENSC is one of the stakeholders managing the academy. At present there are 5 sport codes being part of this high performance institution. This academy is functional and operational and highly respected in the WC and set the pace for academies in the WC.

**EDEN SCHOOL SPORT:** Under the leadership of EDENSC, the EDEN School Sport structure was amended to meet the requirements of the NSRP and DCAS. A new constitution [attached] was drafted and this is probably the only DSC that has achieved this. The relations between the EDENSC and the EDEN SS are very sound – this school structure has a permanent seat on the EDENSC EXCO.

COMPILED BY  
Dave van der Walt  
Secretary

## **CASE 6: THE CASE OF CHESS IN THE WESTERN CAPE (2017)**

Dr Lyndon Bouah

### **1. Introduction and background**

Chess Western Province was formed in 1992 after an amalgamation of three chess bodies. At the time various codes of sport were unifying to ensure that South Africa would be able to receive international recognition and because often general negotiations being undertaken at that time by the various political parties. The WPCA (Association), the WPCC (Union) & the WP Chess Congress. This was the result of unity talks between the organisations. The first chess club was formed in Cape Town in 1885. The first WP chess union was formed in 1907. The clubs were Cape Town, YMCA, Tokai and Woodstock. The first SA championship was played in Cape Town in 1892. Events were held regularly and reported on in newspapers.

### **2. Historical context, contemporary trends and nature of activity.**

The Chess Western Province is the custodian of all chess played in the Metro. It organises events, leagues, competitions and has been the most active region in the country. The majority of players that represented South Africa have traditionally come from Cape Town. Since the late 1990s the SA Open has been regularly held in Cape Town. Cape Town has hosted the following major events since 1997: 1997, 1999, 2001, 2004, 2007, 2009, 2011 : SA open  
2004, world amateur chess championship, African Youth Championship.

The SA Closed championships is also held on an annual basis and has taken place every year in Cape Town since 2005. It organises a league on an annual basis together with various tournaments. Every month a major event takes place in Cape Town. The schools form an integral part of the set up with many scholastic events taking place every year that leads to the national junior championships held in December each year. The stats over the few years indicated the following: 1200 in 2011, 1420 in 2012 and 2200 being focussed on for 2013. These are players that compete in WP events and don't take into account many school players, who do not play in weekend events.

At the beginning of 2000 WP had about fifteen active chess clubs. Over the last decade a strong growth pattern emerged which looked new clubs to be formed in various communities which were not traditionally associated with chess.

### 3. Institutional arrangements

There is an Executive consisting of:

**President:** David Gluckman

**Vice President:** Mark Lewis

**General Secretary:** Marcelle Agulhas

**Financial Secretary:** Christelle Fisher

**Youth Director:** Dr. Deon Solomons

**Development Officer:** Reuben Salimu

**Match and League Secretary:** Ricardo Minnaar

**Additional members:** Brian Aguirre

Kenneth Willenberg

Jacqueline Fritz (DCAS)

Madri Alberts (Western Cape Schools)

They run on a basis of membership fees and government assistance.

#### Profile

##### FEDERATION CLUB AUDIT

	2011	2012	Target for 2013
Number of Clubs	32	37	40
Number of Clubs in disadvantaged areas	22	28	33
Number of Members	1200	1420	2200
Number of Female Members	256	355	400
Numbers of Members with a Disability	45	56	66

THE CASE FOR SPORT IN THE WESTERN CAPE: SOCIO-ECONOMIC BENEFITS OF SPORT AND RECREATION

Number of Historically Disadvantaged Members	920	1100	1400
Number of Females on the Executive Committee	4		11

<b>African Chess Lounge Chess Club</b>	Reuben Saimu	<a href="mailto:info@africanchesslounge.com">info@africanchesslounge.com</a> 073 630 6225
<b>Athlone Chess Club</b>	Mr Andre Van Reenen	078 176 5568
<b>Atlantic Force Chess Club</b>	Ms Kerry Abramowitz	<a href="mailto:ajoker@cybersmart.co.za">ajoker@cybersmart.co.za</a> 082 822 5160
<b>Belhar Knights Chess Club</b>	Mr Donovan Swanson	<a href="mailto:dswanson@pgwc.gov.za">dswanson@pgwc.gov.za</a> 083 411 4965
<b>Bellville Chess Club</b>	Mr Andre Schutte	<a href="mailto:andre.schutte@glacier.co.za">andre.schutte@glacier.co.za</a> 083 414 8010
<b>Bellville South Chess Club</b>	Prof Bertie Van Wyke	<a href="mailto:bwyk@sun.ac.za">bwyk@sun.ac.za</a>
<b>Bishops Lavis Chess Club</b>	Mr Daniel Arendse	<a href="mailto:daniel.arendse9@gmail.com">daniel.arendse9@gmail.com</a> 071 856 3302
<b>Blackjacks Chess Club</b>	Mr Llewelyn Louw	<a href="mailto:blackjackslulu@gmail.com">blackjackslulu@gmail.com</a>
<b>Capablanca Chess Club</b>	Ms Jacqueline Fritz	<a href="mailto:jacksfritz@gmail.com">jacksfritz@gmail.com</a> 083 283 6667
<b>Cape Town Chess Club</b>	Mr Elan Rabinowitz	<a href="mailto:elan@rabinowitz.co.za">elan@rabinowitz.co.za</a> 071 678 1833
<b>Chess Club</b>	Mr Bryan Aguirre	<a href="mailto:bryan@chesscube.com">bryan@chesscube.com</a> 083-271-0718
<b>Chess for Change</b>	Ms Mary Baatjies	<a href="mailto:m.baatjies@yahoo.com">m.baatjies@yahoo.com</a> 079 877 6896
<b>Claremont Chess Club</b>	Mr Stanleigh Davies	071 507 1209
<b>CPUT Chess Club</b>	Mr Daud Amini	<a href="mailto:bamaki.amini@yahoo.com">bamaki.amini@yahoo.com</a>

#### **4. Benefits of Chess**

Chess is a game for people of all ages.  
Chess develops memory.  
Chess improves concentration.  
Chess develops logical thinking.  
Chess promotes imagination and creativity.  
Chess teaches independence  
Chess develops the capability.  
Chess inspires self - motivation  
Chess shows that success rewards hard work  
Chess is Science  
Chess is technology  
Chess is Mathematics  
Chess is Research  
Chess is Art  
Chess is Psychology  
Chess improves schoolwork and grades  
Chess opens up the world for you.  
Chess enables you to meet many interesting people.

Minister's budget speech -25 March 2013:

"Honourable Speaker, last year I announced a "chess revolution" and my Department embarked on a number of interventions which supported the renewed interest in chess. The following highlights are worth noting:

- The visit of former Grandmaster, Gary Kasparov to Khayelitsha in March 2012.
- Over 2 000 young people participating in the SA Chess Championships at the University of Cape Town.
- Dantelle Joubert winning a sport bursary for chess following her outstanding performance at the 2012 National Top School Championships.
- A major highlight is South Africa's first Grandmaster-Elect, Kenny Solomon. Kenny is my special guest today. He is accompanied by Andre Baard, The Managing Director of SA Bunking & Trading which has generously sponsored Kenny's efforts over the past four years.

Kenny was born in Mitchells Plain in 1979. In 1999, at the age of 19, he won the SA Open Championships in Cape Town and has since won the prestigious competition four times. He has represented South Africa at every Chess Olympiad since 1998. He tied for first place at the Dover International tournament in Italy, becoming the first South African to do so.

He became the SA Closed Champion in 2003. In the same year he came 2nd in the African Individual



Championships in 2003 and received International Master status. In 2012 he scored two Grandmaster norms at the Olympiad in Turkey, and thus became our country's first ever Grandmaster-Elect.

At a local level he has represented his club Mitchells Plain and the club won the Western Province (WP) League. He has played Board One for WP at the Inter-Union Championships on numerous occasions and WP won the event for ten consecutive years. Kenny is a symbol of what can be achieved. He has shown that South Africans from Mitchells Plain, Cape Town, can compete with the best in the world. Honourable Speaker, chess teaches personal responsibility and consequences for individual choices. It is well documented that chess enhances maths and science ability. It is also well documented that our economy needs a work force that has the necessary science and maths competencies that will ensure that we are able to compete effectively with the rest of the world.

Honourable Speaker, chess is an unforgiving sport. You cannot blame the weather or the referee for a mistake on the board. The individual's preparation and reasoning is all that matters. These are critical life lessons for our youth. The success of our chess revolution over the past year will be given further impetus in 2013. Tomorrow, Kenny Solomon will give a demonstration in his home town, Mitchells Plain. The next day he will be delivering a lecture at the University of the Western Cape. During his visit to Cape Town, Kenny will also be at the WP High Performance Training Camp where he will be presenting a lecture to 50 players who will represent WP at the SA Junior Closed Championships."

### **5. Lessons and experience**

A League is important because that builds unity of purpose. The staging of Major events bringing in revenue saves on travelling costs and builds leadership. The transformation of chess has been shown through the representation of all levels of society, communities participating.

### **2017 Update:**

The chess community in Western Province has a new champion chess club. MRL Chess Club won the Premier division of the Chess Western Province league in Saturday 16 September at the Western Cape Sport School in Kuilsriver. The team was in sublime form and if we look at their results one can only applaud their magnificent performance. They won every match they played in the league and the results against the top clubs say it all. Let's have a quick look at their results:

4.5/8 against runners- up African Chess Lounge

5 / 8 against Steinitz

5/8 against Manyani and then the emphatic victories of 7.5/8 against UWC , 7/8 against Cape Town and seven against Uitig. MRL did not lose a single match in the league.

Congratulations and well done to them for the astounding victory. Let's have a quick look at their team. Spearheaded by FM Calvin Klaasen, Calvin (Olympian debutant 2016) shows he meant business when he defeated the higher ranked IM Watu Kobese and FM Daniel Barrish and held board one with aplomb. He was never in trouble and even one loss he suffered was not enough to dent the enthusiasm he had for board one. Board two was that old war horse CM Maxwell Solomon (Olympian 1992, 1994 and 2000). He held his own on board two and could always be counted on to play hard with his passionate embrace of the chess struggle on the board. On Board three the late Graham Solomon showed that he reserves his best for the league and was a rock on board three. The two brothers are of course brothers to GM Kenny Solomon so the talent runs deep!( I wonder who is the best at the family blitz!) Dietrich Laurie was a revelation on board four. He scored a host of points 9.5 to easily be the go to guy for points! Playing with his normal Andy Capp cap, this affable chap showed that true belief in one's ability can do wonders! Lorenzo Van Niekerk the founder of MRL played as many games as he could in between his duties internationally. He never shirked his obligation to creative play because what I enjoy jousting with Lorenzo about is whether chess is a sport, art or science. He thrives on concepts and plays unorthodox chess. His chess has however brought him results and his solid performance will have pleased himself and he now is a WP League champion to boot. The other players all did duty including FM Lauren Van Niekerk, Justin Lynch, Christopher Londt, George Loverlot, Robyn Van Niekerk and Megan Van Niekerk. (Manager was Chantal Van Niekerk )! MRL - The league salutes you and congrats to all of you.

African Chess Lounge assembled a mighty team but will have been disappointed that the assembled big guns did not play all the rounds. Barrish made a cameo appearance but lost about 54 rating points after going down to Klaasen and another. Charles did his best on board one but the three losses the club suffered to MRL, Steinitz and Cape Town was its undoing.

Steinitz probably only has its self to blame for not launching a bigger challenge, the early loss to Bellville (the first time ever having contested the league with them since 1992) dented their chances immensely. The draw against UCT and the losses to MRL and Stellenbosch put paid to their chances.

On the other end of the spectrum Uitsig didn't win a a single match in the league and will be relegated. Mitchell's Plain also makes the drop after winning one match against UWC but then drawing three others. They need another star player as Seth Riley cannot do it on his own.

Kudos to Grassy Park for staying in the Premiership as they played with no real stars apart from SA Under 16 champ Jordan Verster but held their own in the Premier. I am reminded that in order to beat a grandmaster one must learn to draw with a Grandmaster. In this case they drew three times and won twice.

In the B section Blackjacks makes a nice return to the Premier. This team spearheaded by Dr Simphiwe Baloyi showed their class by going through the league undefeated. They played strong chess and what I like about them is that they are normal guys from Matroosfontein, Elsie's River and surrounding areas who just enjoy their chess. Llewellyn Louw take a bow for your leadership.

CPUT well done for your second place. You now join UWC and UCT in the Premier. The universities are always infused with players from different areas and it makes things difficult to build continuity but they have been playing consistent chess.

Steinitz B matched their A section counterparts by ending third in the league as well. Well done Roland and colleagues. The team is led on board one by 13 year old Andreas De Jager who held down the top board!

On the bottom end of the scale Goodwood and Sanlam gets relegated to the C section after both teams failed to win a match. Sanlam consists of employees from the giant Insurance company and I am sure they will recover. Goodwood is a proud club based at the Goodwood library and will bounce back I am sure.

In the C division Grassy Park outpaced the opposition and jumped into the B section of the WP league. This team has grit and is tough competitors. I like the fact that Charne Woolf plays for them and they have some boys from the hood finishing the complement. But can they play chess. Of course! Well done Ricardo Minnaar for gaining promotion!

Steinitz C joins Steinitz B in the B division after ending with a silver medal in this division. The team consists mostly of juniors showed their mettle by losing only one game. In bronze position was Aurecon who will I am sure contest the top positions next year and aim for promotion.

Simonstown and UCT C bow out from this division. I am sure the students will regroup next year and Simonstown now goes to the D Division.

In the D Division 39 teams competed for honours and the winners were Crossroads C and Blackjacks B. The Crossroads C team was a revelation and only the third tiebreak separated them from Blackjacks B. Well done to Crossroads. You are a young club from difficult circumstances. It also represents a triumph for the club development programme of CWP and the Department of Cultural Affairs and Sport. Crossroads entered seven teams in the league. They were superb. Blackjacks B ensured promotion to the C division. The guys contested hard and I recognised the players had the conviction to want to play up. Well done Blackjacks. Maties ended joint first but third on tiebreak. They were led by WFM Michelle Fisher.

The section had 39 teams and was well contested. This is our development league and it is very active. Table View tried to win the league with 2000 rated Amini Daud and Observatory was led by Taurique Jenkins. Clubs from Paarl also contested and I noted the Drakenstein Dragons march. 818 individual players played in the league. This year the league celebrated 110 years. It started in 1907 and was won by Cape Town Chess Club.

One of the biggest impacts on the Western Province chess league over the last few years has been the influence of the Club Development Programme (CDP). The Club Development Programme is administered by the Department of Cultural Affairs and Sport as part of the National Conditional Grant Framework.

Many of the clubs that are participating in the league over the last three years have been supported by the CDP. Support is rendered to clubs by the provision of transport to league matches, plying equipment and attire. This support and in particular the transport subsidy has been a great help to clubs. Clubs that have been supported over the last few years include Athlone Chess Club, Sullivan Rooks Chess Club, Delft Chess Club, Capablanca Chess Club, Elsies River Chess club, Manenberg Chess Club, Mitchells Plain Chess Club, Ravensmead Chess Club, Blackjacks Chess Club, Khayalitsha Chess Club, Uitsig Chess Club and Grassy Park Chess Club. Clubs in other districts have also been supported throughout the Western Cape but the visible support to the clubs in the metro has led to the league success of many of the clubs.

## **7 Conclusion and recommendations**

Although chess is a small code of sport it has been classed as a priority code because of the benefits associated with chess.

## **CASE 7: A CASE FOR SPORT FEDERATIONS AND FOOTBALL CLUBS IN THE WESTERN CAPE: PROFILE, LESSONS, FACTS AND PERSPECTIVES**

Jakobo Jacob Moroe

16 November 2017

### **1. Introduction and Context**

Historically, football was and is currently used by various private and public institutions as a vehicle to showcase their goods and services. This notion attests that football as a sport plays a substantial and influential role in merging the residents and increasing social cohesion within communities at large. Many people around the globe have a great interest in football at large by means of supporting its programmes, activities and events. In addition, many researchers have proven that football as a game has the potential to make a great socio-economic impact. For example, to the countries that hosted the FIFA World Cup event for the past ten years Germany (2006), South Africa (2010) & Brazil (2014), there is evidence that football events in general had contributed positively by increasing the Gross Domestic Product (GDP).

### **2. Background to the case study**

The case study was only conducted in the Western Cape Province. In order to identify the relevant participants to take part in the study, the database was provided by the provincial office of sport and recreation in the Western Cape, Department of Cultural Affairs and Sport (DCAS). Figure 1 below displays all six geopolitical districts of SAFA within the Western Cape.



**Figure 1: Six geopolitical districts of SAFA within the Western Cape**

All South African Football Association (SAFA) offices from six geopolitical districts within the Western Cape were targeted. The above map also exhibits the geographical landscape and size of all six districts within the Western Cape. The six custodians of football in the Western Cape are: SAFA Cape Metropole, which is also known as the City of Cape Town, SAFA Eden, SAFA Cape Winelands, SAFA West Coast, SAFA Central Karoo and SAFA Overberg.

The targeted key participants from all six districts within the Western Cape hold executive positions within their respective SAFA district offices as: District President, District Deputy President, District Office Administrator and District Secretary.

### **3. Purpose of the study**

The primary purpose of this case study was to establish a profile of football clubs and federations in the Western Cape. Furthermore, the research study also aims to provide a broader perspective of what is happening in each football federation as far as football promotion and development is concerned within communities.

The research is meant to identify areas of potential gaps within the custodian of football within the province which may create an imbalance towards the smooth operation of football promotion and development.

### **4. Presentation of the findings**

#### **4.1 Introduction**

This section aims to present the findings of the research study that seeks to establish a profile of football clubs and federations in all six SAFA districts within the Western Cape. The findings of the study to be presented herein are relevant for only two financial years, which are: 2015/2016 and 2016/2017, November. The data was collected into two phases. Phase one of data collection began in September 2017 and the second phase in November 2017. The

second phase of data collection was purposefully done as a verification in ensuring that the data collected in phase one correspond with the data collected in phase two.

Therefore, the presentation of the findings provides clarity on different views of the respondents concerning the status of football promotion and development from federation perspective. Prior to South Africa gaining democracy, many community football clubs took part in football administration, but their participation was unstructured, and as a result, many community football clubs end up competing in unrecognised leagues. Post democracy (1994), many community football leagues continued to be highly competitive and began to be structured by the South African Football Association (SAFA) as the custodian of football in South Africa. The recognition of various football structures, were revived with the intention of managing football promotion, development, administration and management. However, although a lot has been done by the relevant stakeholders involved in the excellence of football since 1994, management of football clubs and federations are still faced with a challenge when it comes to the development, promotion and administration of football.

#### 4.2 Responses from targeted participants

Key participants from all six SAFA districts across the Western Cape were available to take part in the study. As stated earlier, the respondents hold the executive positions in their respective organisations acting in the capacity of President, Deputy President, Secretary, General Secretary and Administrator.

#### 4.3 A profile of football clubs and federations

Table 1.1 below provides further information on this challenging task that lies ahead for the effective management of football development across all six districts in the Western Cape. However, even though the data is gathered, it is important to bear in mind that the information presented in Table 1.1 below, is based on the projected database of all six SAFA Districts officers within the Western Cape as of 16 November 2017. Some federations provided a rough projection especially on the total number of players registered through their respective federation, while others provided precise information. All six SAFA district officers stressed out that it is difficult to provide accurate information on the number of players registered within their respective federations because the registration is still open (Barnes, Bushwana, Don, Mans, Modipa & Shishana, 2017).

**Table 1.1: The Case For Sport - Western Cape (all 6 districts)**

District names	Metropol e	Eden	Cape Winelan ds	Centr al Karoo	Wes t Coas t	Overbe rg	Total
<b>Questionnaires:</b>							
<b>Number of clubs registered</b>	707	350	38	40	84	126	1345
<b>Total Number of</b>	94511	5892	2345	2600	2500	2520	11036



<b>membership (players)</b>		(projection )	(projectio n)				8
<b>Number of Local Football Associations (LFAs)</b>	37	7	5	6	5	6	66

Source: (Barnes et al, 2017)

The data presented in Table 1.1 and Table 1.2 below, were provided by the officials from all six SAFA districts within the Western Cape. Therefore, the information concerning the Metropole district was provided by Mr Morne Barnes on the 19<sup>th</sup> of September 2017 through a face to face interview at Athlone stadium, Cape Town. In the Eden district, the database was given by Mr Shadrack Shishana on the 22<sup>nd</sup> of September 2017 at Cape Peninsula University of Technology (CPUT) sport grounds, Bellville campus and 16<sup>th</sup> of November 2017 telephonically. As far as the Cape Winelands district is concerned, a telephone interview was conducted with Mr Mlungisi Bushwana on the 28<sup>th</sup> of September and 14<sup>th</sup> November 2017.

With regards to the information provided for Central Karoo district, a telephone interview was conducted with Mr David Mans (2<sup>nd</sup> of October & 15 November 2017) and for the West Coast district, a telephone interview was done with Mr Gerald Don on the 26<sup>th</sup> of September 2017 and 15<sup>th</sup> November 2017. In the Overberg district, Mr Modipa provided the information on the 4<sup>th</sup> of October and 15 November 2017.

In referral to Table 1.1, it is reported that Western Cape has one thousand three hundred and forty five football clubs, with the overall membership of one hundred and ten thousand three hundred and sixty eight registered with SAFA as the custodian of football. Additionally, Table 1.1 further projects that Western Cape has sixty six LFAs which are recognised by SAFA.

Next, the respondents were further requested to provide the information on how many community football clubs are registered have sponsors, a constitution, what kind of capacity building courses have been provided to community clubs in the respective districts, how many recognised football specific academies are in their districts and what could be key challenges hindering sport promotion and development in their respective districts. The findings are presented in Table 1.2 below as follows:

**Table 1.2: Key challenges facing 6 districts of SAFA in the Western Cape**

<b>District names</b>	<b>Metropole</b>	<b>Eden</b>	<b>Cape Winelands</b>	<b>Central Karoo</b>	<b>West Coast</b>	<b>Overberg</b>
<b>Key Challenges:</b>						
<b>How many football clubs have sponsor(s)?</b>	Few clubs	0	0	0	0	0
<b>How many clubs with a constitution?</b>	Most clubs	Most clubs	Few clubs	0	0	0

<b>Names of education &amp; training provided to sport clubs</b>	Coaching, Referees, Admin, First aid	Coaching	Coaching, Referee	Coaching	Coaching, Referee	Coaching, Referee
<b>Academies recognised by SAFA in your district</b>	2	0	0	0	1	1
<b>Other challenges:</b>	Money, Capacity building,	Teams not attending meeting, Poor administration,	Only 2 facilities in good conditions	No Capacity building, Lack of equipment & kit, transport, money being released late	Regional office dictating everything, Transport, funding Poor relationship between SAFA West Coast & DCAS	Funding, transport for traveling
<b>3 major things that the federation is doing well in:</b>	Talent identification, some players represented National u17	Hosting Eden tournament, providing courses	Talent identification, hosting Easter tournament	Talent identification		Tournament

Source: (Barnes et al, 2017)

#### 4.3.1 Football clubs with sponsorship

Table 1.2 shows that out of one thousand three hundred and forty-five football clubs, very few clubs have secured sponsorship. It could be concluded that lack of sponsorship serves as one of the primary reasons why most community football clubs and federations appear to be failing to run administration duties on a day-to-day basis. In light of the finding, only SAFA Metropole appear to be the only district where a few community football clubs have secured a sponsorship, then the community football clubs from the other five districts in the Western Cape were not successful. This notion asserts that there appears to be a serious management crisis from the structures of all five SAFA districts in the Western Cape.

#### 4.3.2 Football clubs with a constitution

On the question of how many football clubs have a constitution, the Western Cape SAFA districts officials reported in Table 1.2 that very few registered football clubs have a constitution. In light with the response, the few football clubs that have constitutions are from SAFA Metropole, Eden and Cape Winelands.

#### **4.3.3 Education and training**

Next, the participants were requested to indicate what education and training the federation provided to community football clubs. The respondents from SAFA district offices indicated that coaching, referees and administration course were generic courses provided.

#### **4.3.4 Football academies**

During the data collection at the interview concerning the question on investigating how many football academies are recognised by SAFA Western Cape in their respective districts, it was noted that many independent sport bodies claim to have a school of excellence (specialising only in football) that has the same operational and organisational structure as the ones recognised by SAFA.

However, Table 1.2 shows that three districts (Metropole, West Coast & Overberg) out of six were reported to have a sport academy that focuses on the development of multiple sporting codes. One could demonstrate a conclusion that this connotation alerts all six districts of SAFA Western Cape (as a professional football body) to intervene and engage with such independent groups to ensure that there is compliance pertaining to the operation of a football academy.

#### **4.3.5 Other challenges facing all SAFA districts in the Western Cape**

The respondents were asked to give their perspectives on what they think other challenges facing the SAFA federation from all six districts could be. In Table 1.2, the respondents affirmed that lack of funding, money being released late by DCAS for operational purpose, capacity building, poor administration from SAFA employees, lack of equipment, poor communication and transport remain key challenges all six SAFA districts in the Western Cape are faced with. Additionally, Clans (2017) who acts as a capacity of a council member from the offices of SAFA Western Cape emphasized that some of the operational structures within SAFA are dysfunctional. Clans (2017) further articulated that most community clubs do not have a constitution.

#### **4.3.6 Key areas that SAFA Districts in the Western Cape is doing well in**

Furthermore, all six SAFA districts from the Western Cape were asked to give their perspective on what they think are the areas that federations are doing well in. Nearly seventy percent (67% in response) of the respondents were resilient that their federations focus mainly on hosting tournaments. Half (50%) of the respondents shared their views that talent identification programme is one area that most federations are focusing on. It was

interesting to note that only one SAFA district out of six districts, focuses on providing education and training (capacity building) to the officials of the community football clubs.

## **5. Summary**

Given the presentation of the findings, it is evident that there are many generic issues that all six SAFA districts within the Western Cape are faced with. Section four presented the common findings that are reported to be hindering the effective process of development from all six SAFA districts within the Western Cape. Therefore, the following concerns are deemed to be key challenges hindering the effective development and promotion of sport from the federations' perspective:

- Lack of constitution from most community football clubs;
- Lack of structural supervision;
- Lack of sustainable sponsorship;
- Lack of education and training;
- Poor communication between SAFA districts and DCAS;
- Poor existing funding criteria;
- Provision of transport (traveling from one area to another);
- Community clubs not attending meetings;
- Few facilities are in good conditions; and
- Lack of equipment and kit.

The presentation of key findings pertaining to the investigation was presented in the tables above. Thereafter, the strengths and weaknesses of each SAFA District were identified. The discovered factors will be used in the next section as guidelines to develop conclusions and provide comprehensive recommendations for the study.

## **6. Conclusions**

This section aims to discuss the key findings developed in the aforementioned section (presentation of the findings). Furthermore, the key findings are discussed in relation to the purpose of the investigation. Based on the findings, the majority of the participants strongly felt that although there may be challenges within their respective districts, politics seems to be playing a contributing factor affecting the development of sport and something ought to be done to address this concerning issue. The majority of the respondents expressed their concern that there appears to be a lot of nepotism and inconsistency when it comes to the provision and allocation of resources that are crucial towards the development of football within the province. The respondents further highlighted that they firmly believe some SAFA district offices receive more attention from the Department of Cultural Affairs and Sport (DCAS) than others.

It is evident that some SAFA districts find it difficult to gain more membership than others because the membership number appears to be low in most of the district areas compared to

the Metropole district. In light of the finding, it is clear that Metropole district has more membership than the rest of the districts because it is the largest district in terms of the population capacity. Therefore, this makes accessibility convenient to the communities that love football within that district. Among many, the geographical area (due to traveling distance) could also be one of the reasons why some districts find it difficult to gain more membership and expand their horizons regarding sport development.

In referring to the information given in Table 1.1, one could concur with the majority of the respondents that the resources used for development purposes need not be distributed evenly. This stems from the geographical location where some districts find themselves in. For example, it is believed that any organisation operating within the urban area tends to be most likely exposed to more opportunities compared to the one operating in the semi-rural or rural areas.

It was also interesting to note that out of seven hundred and seven registered football clubs with SAFA Cape Metropole, only thirteen football clubs were part of the Club Development Programme (CDP). Additionally, it was also concerning to note that out of a population of over four million within the Cape Metropole districts, there is only one football specific academy, which is Ajax Cape Town Football Academy, and only one sport academy in the Cape Metropole district called Western Cape Sport School.

With regards to the constitution, the respondents confirmed that most community football clubs do not have a constitution and are registered with SAFA. Based on the given information, one could argue that such clubs shouldn't be considered to be receiving continuous support from SAFA. Even though most football clubs are registered by SAFA, it is concerning to note that such clubs were allowed to register without a constitution. Additionally, it was interesting to note (in Table 1.2) that out of seven LFA's from SAFA Eden, only five football clubs are part of the club development programme (CDP). Furthermore, it was also concerning to discover that overall, there are few football clubs registered with SAFA from all six districts that are part of the provincial CDP.

Concerning capacity building, it was found that the federations provide the basic courses such as coaching, referee, first aid course to the community football clubs. Given the type of educational support provided to clubs, it could be concluded that the lack of administration and management courses are key components in adding meaningful value to the success of community clubs and sport federations.

The majority of the respondents affirmed that there is a poor working relationship between DCAS and federations. This stems from the perception that DCAS appears to be running a duplicate of programmes as SAFA districts. Based on this, conclusions could be drawn that a lot of capital is being wasted due to the duplication of programmes within communities without a necessary consultation being done promptly.

## 7. Recommendations

The recommendations of this case study are based on the findings presented earlier. Therefore, to overcome the challenges that all six SAFA district offices are faced with, it is recommended that:

- SAFA national ought to ensure that SAFA the structures of SAFA districts across provinces are functional and effectively organised;
- SAFA structures need to comply with basic legislation;
- in order to avoid a duplication of programmes, there needs to be improved and regular communication with all stakeholders involved in the development of football across all six SAFA districts in the Western Cape;
- DCAS management should ensure that all six SAFA districts are treated fairly regarding resource allocation;
- DCAS management need to prioritise and urgently look at improving a funding model so that most SAFA districts with rural areas (i.e., West Coast, Eden, Overberg, Central Karoo & Cape Winelands) and travel long distances weekly, have sufficient budget for transport;
- the management from SAFA national and DCAS should prioritise on visiting other districts outside the Cape Metropole area in order to understand the challenges federations are faced with;
- the SAFA management from all six districts in partnership with key stakeholders should look at establishing a football specific academy that will benefit all the CDP community clubs and a country as a whole;
- SAFA management should capacitate their administrators across provinces to ensure that no clubs will register without its constitution, as this plays a crucial role for accountability;
- SAFA management from all six districts need to ensure that more sport club related courses are offered to the community club officials;
- DCAS management ought to ensure that the club resources (such as equipment and kit) are distributed timeously; and
- SAFA and DCAS management need to work in harmony in identifying competent volunteers to assist community clubs to forge and secure a long term relationship with potential partner(s).

## 8. Acknowledgements

The researcher would sincerely like to extend his gratitude to the following people for their assistance in the completion of *“a case study of football clubs in the Western Cape-PROFILE, Lessons, Facts and Perspectives”*. I therefore would like to thank:

- God for giving me the wisdom, strength and courage to work diligently in getting useful information needed for the purpose of the study;
- Prof Christo De Coning (case study supervisor) for affording me the opportunity to be involved in the research project. Thank you once more (Prof De Coning) for your willingness to assist me even over the weekend. Thank you for your diligence, guidance, motivation, and constructive criticism.
- My wife (Mulalo Moroe) for her incredible support in editing the entire report;
- Mr Thabo Tutu for a remarkable support in supplying me with the relevant contact details of the SAFA Executive members across all six districts within the Western Cape; and
- SAFA District Executive members for voluntarily willing to participate in the study and adding a meaningful contribution to the study. The names are:
  - i) Mr Morne Barnes (Administrator: SAFA Metropole );
  - ii) Mr Shadrack Shishana (Deputy President: SAFA Eden);
  - iii) Mr Mlungisi Bushwana (President: SAFA Cape Winelands);
  - iv) Mr David Mans (President: SAFA Central Karoo);
  - v) Mr Gerald Don (President: SAFA West Coast);
  - vi) Mr Modipa (President: SAFA Overberg); and
  - vii) Mr Simphiwe Clans (Administrator: SAFA Western Cape)

## 9. References

- Barnes, M. 2017. *The state of SAFA within the Cape Metropole district*: Face to face interview. [19 September 2017].
- Bushwana, M. 2017. *The state of SAFA within the Cape Winelands district*: Telephone interview. [28 September 2017 & 14 November 2017].
- Don, G. 2017. *The state of SAFA within the West Coast district*: Telephone interview. [26 September 2017 & 15 November 2017].
- Mans, D. 2017. *The state of SAFA within the Central Karoo district*: Telephone interview. [02 October 2017 & 15 November 2017].
- Modipa, N. 2017. *The state of SAFA within the Overberg district*: Telephone interview. [04 October 2017 & 15 November 2017].
- Shishana, S. 2017. *The state of SAFA within the Eden district*: Telephone interview. [22 September 2017 & 16 November 2017].

## **CASE 8: A CASE STUDY OF CLUB DEVELOPMENT IN THE WEST COAST NETBALL UNION (2017)**

Madelein Horn – West Coast Netball Union

### **1. Introduction and Background**

The West Coast Region is a vast, stretched out region consisting of mostly rural towns. Unemployment is a grave problem, as many of the people of the West Coast rely on jobs that are seasonal and dependant on factors such as harvest seasons and the success of fishing in the coastal town. Sport for many of the people on the West Coast, is a passion where there are not many healthy alternatives. Netball is a driving force in the development and upliftment of women and girls – and now also men – in the West Coast. The challenges are, however, immense. Not only are these clubs faced with poor facilities and infrastructure, they are also handicapped historically in terms of education and training of coaches, umpires and technical officials. There is also little to no support from the communities. By far the biggest challenge for the developing clubs on the West Coast, is transport. Players sometimes have to fork out transport fees that amount to more than a day's wage, just to get to netball games. The need for Club Development is thus great, and this study will clearly show the massive impact the Club Development Program has had on netball players in the developing clubs in our region.

The study will focus on results of funding from the Department of Cultural Affairs and Sport in the areas of:

- Capacity building: coaches, umpires and technical officials
- Talent Identification: tournaments and provincial trials
- Administration: basic and practical club administration
- Provision of transport, equipment and playing gear.

#### **Abbreviations used:**

CDP – Club Development Program

DCAS – Department of Cultural Affairs and Sport

WCNU – West Coast Netball Union

UWC – Upper West Coast

LWC – Lower West Coast

### **2. Historical context, contemporary trends and nature of activity**

West Coast Netball Union has been involved in the Club Development Program since 2007 when Broodkraal Netball Club – a farm workers club from Piketberg – became the first club to come onto the program. In 2010 the active clubs on the program were Excelsiors Netball



Club (Klawer), Invincibles Netball Club (Vredendal) and Young Spurs Netball Club (Doringbaai) in the Upper West Coast, and Broodkraal Netball Club (second 3 year term) and St. Helena Bay Netball Club from the Lower West Coast. In 2011 the Citrus Farm workers Netball Club joined the program. The following clubs join the programme in 2012. Angels Netball Club (Lutzville), Eagleleens Netball Club (Vanrhynsdorp), Young Stars Netball Club (Nieuwoudtville) – all Upper West Coast; Eendekuil Netball Club, Vredenburg Social Academy, Riebeeck United Netball Club, West Point Netball Club – all Lower West Coast. These clubs leaves the programme in 2014. New clubs was indentified for the next term. These clubs are as followed: Piketberg Netball Club, Wittewater Netball Club, Coastal Links Netball Club (St Helena Bay), Happy Stars ( Porteville farms), Young Citerians (Citrusdal). Newly identified clubs for the 2017-2019 term are: Riverfresh United Netball Club (Porterville farm), Young Blues (Citrusdal Farm), St Helena Bay Sprinters, Villagers Netball Club (Citrusdal farm), Velddrif Netball Club and Saldanha Bay netball Club. When we refer to clubs as active, this indicates that they are affiliated members of either West Coast Netball Union or our sub-union Hantam Netball Union and that they participate in the arranged league matches.

2012	13 clubs	St Helena, Broodkraal, Sitrus, Eendekuil, Vredenburg Social Academy, West Point, Riebeeck United (LOWER WEST COAST), Excelsior, Invincibles, Young Spurs, Angels, Eagleleens, Young Stars (UPPER WEST COAST)
2013	13 clubs	Sitrus, West Point, Vredenburg Social Academy, Eendekuil, Riebeeck United, Siyadoba, Saldanha Dolphins, Young Citerians, Wesbank (LOWER WEST COAST) Lutzville Angels, Young Star, Vredendal Mans, Eagleleens (UPPER WEST COAST)
2014	13 clubs	Sitrus, West Point, Vredenburg Social Academy, Riebeeck United, Eendekuil, Wesbank, Young Citerians, Piketberg, Coastal Links, Happy Stars (LOWER WEST COAST) Young Stars, Vredendal Mans, Eagleleens (UPPER WEST COAST)
2015	6 clubs	Wesbank, Wittewater, Young Citerians, Piketberg, Coastal Links, Happy Stars (LOWER WEST COAST)
2016	7 clubs	Piketberg, Wittewater, Coastal Links, Happy Stars, Young Blues, Riverfresh, Sprinters (LOWER WEST COAST)
2017	6 clubs	Riverfresh, Young Blues, Sprinters, Saldanha, Velddrif, Villagers (LOWER WEST COAST)

Over the years there were applications and trial periods with other clubs, but these clubs were taken off the program because they did not comply in terms of these two basic requirements. The efforts were driven solely by the DCAS Vredenburg Regional Office, but lack of co-ordination with the West Coast Netball Union, made these efforts haphazard and unstructured. It was difficult for the federation to be actively involved as information not readily available. West Coast netball union helps the clubs with the club development program applications and also encourages clubs to apply. The previous year the clubs have already applied, but the acceptance of the clubs on the program is only announced in April / May, which makes it difficult for the clubs to plan for the season

### 3. Institutional governance

The need for better governance and coordination led to the creation of a liaison position. Amalia van Niekerk was appointed on 1 August 2012, and fulfilled the dual role of liaison officer for DCAS and transformation official for West Coast Netball Union from August 2011 to October 2012. We as West Coast Netball created a portfolio for transformation and club development on our structure, so that there can be direct contact between the union and DCAS. This portfolio was filled by Nicole Jacobs for the 2013-2014 period and is currently filled by Wilna Douries. This was the first step towards better results, as this implied the full cooperation between parties and the complete sharing of information and efforts. The basic responsibilities of the development officer are:

- Link between DCAS and clubs of the CDP (Club Development Program) and the West Coast Netball Union.
- Updating of contact details of clubs.
- Planning of year and preparation of budget in line with West Coast Netball Union program.
- Arranging of clothes orders and organizing of delivery.
- Organizing of DCAS Capacity Building Courses (technical and administration)
- Help with registration of suppliers on the Western Cape Supplier Database – especially transport service providers.
- Monthly procurement of quotes for transport for the demands of the next month.
- Handling of order numbers and general coordination of transport.
- Coordination with match secretary regarding league matches.
- Collecting of monthly reports of clubs.

West Coast's transformation and development officer is also the club development team's guardian every year - in other words, she also ensure that their West Coast netball union administration is handed in on time.

#### 4. Profile:

##### 4.1 Membership 2014 - 2017 (CDP Program only) – all rural –

	2014 Season		2015 Season		2016 Season	
CLUB NAME	NUMBERS		NUMBER		NUMBERS	
	LADIES	MEN	LADIES	MEN	LADIES	MEN
<b>UPPER WEST COAST:</b>						
Angels						
Eageleens						
Young Stars	12					
Young Citerians	19		22			
<b>LOWER WEST COAST:</b>						
Eendekuil	19	8				
Riebeek United	16	7				
Vredenburg SOS						
Wesbank	21	1	19	1	20	1
West Point	31	10				
Piketberg	21		23		20	9
Sitrus	12	2	19			
Coastal Links	17		20		19	
Happy stars	15		18			
Riverfresh					12	
Young Blues					12	
Sprinters					12	1
<b>TOTAAL:</b>	<b>183</b>	<b>28</b>	<b>121</b>	<b>1</b>	<b>95</b>	<b>11</b>

	2017 Season	
CLUB NAME	NUMBERS	
	LADIES	MEN
<b>UPPER WEST COAST:</b>		
Young Blues	16	
Riverfresh	16	
Sprinters	3	10
Saldanha	21	
Velddrif	20	5
Villagers	16	
<b>TOTAAL:</b>	<b>92</b>	<b>15</b>

## 4.2 **Scope of Activities**

During all the seasons the aim was to involve all clubs from the CDP in all events organized by West Coast Netball Union as well as special courses provided by DCAS.

### 4.3 **Visions / Strategic Objectives / Major Projects**

4.3.1 Provide clubs with equipment (Year 1), playing gear (Year 2) and tracksuits (Year 3).

4.3.2 Exposure to top quality and current coaching techniques (2016 – 2017)

- 2016 NSA Coaching Course –( 9 attendees) Facilitator: Danlee Matthews
- 2017 coaching clinic: UWC- Clanwilliam – (39 attendees) Facilitator: Rochelle Lawson
- 2017 coaching clinic: LWC- Moorreesburg –( 45 attendees) Facilitator: Rochelle Lawson

#### 4.3.3 ***Capacity Building: Umpires*** (2016 -2017) –

- Various dates and Venues – WCNU Practical Grading (10 umpires from the CDP clubs were graded).
- May 2016 - WCNU Rule Discussion and Theory training (108 attendees from clubs and schools). Facilitator: Elserine Schutte, Sarah Fabri, Mareleze Jooste, Liezel Dreyden.
- May 2016 – WCNU Theoretical Exam (96 attendees, schools and clubs). Facilitator: Elserine Schutte, Sarah Fabri, Mareleze Jooste, Liezel Dreyden.
- Roadshows – (290 attendees). Facilitator: Sarah Fabri and Mareleze Jooste.
- May 2017 - WCNU Rule Discussion and Theory training (74 attendees from clubs and schools). Facilitator: Elserine Schutte, Sarah Fabri, Mareleze Jooste.
- May 2017 – WCNU Theoretical Exam (37 attendees, schools and clubs). Facilitator: Elserine Schutte, Sarah Fabri, Mareleze Jooste.

#### 4.3.4 ***Capacity Building: Club Administration*** (2016 -2017)

- 2016 Admin Course –(34 attendees) Facilitator: Nadene Scherman
- Technical course 2016 – (13 attendees) Facilitator: Janine du Toit
- 2017 Admin Course – (54 attendees) Facilitator: Nadene Scherman
- Selectors Course 2017 – Moorreesburg – ( 43 attendees) Facilitator: Christene du Preez
- Selectors Course 2017 – Clanwilliam – ( 27 attendees) Facilitator: Christene du Preez

#### 4.3.5 ***Capacity Building: Accreditation of Coaches***

- 10 March 2016 – WCNU Coaches Course: Pre-level and Level 1 grading of coaches. Transport was paid for the CDP clubs by DCAS for 7 attendees from UWC and 8 attendees from LWC.
- 2016 Level 1 grading of coaches (5 attendees, 100% pass rate). Facilitator: Danlee Matthews

- 2017 Level 1 grading of coaches ( 3 attendees, 100% pass rate). Facilitator: Danlee Matthews

#### **4.3.6 Participation in league matches –**

- 2016 - Upper West Coast: 5 clubs, 9 ladies teams
- 2016 – Lower West Coast : 19 clubs, 26 ladies teams, 4 men teams
- 2017- Upper West Coast: 6 clubs, 9 ladies teams
- 2017- Lower West Coast:15 clubs, 24 ladies teams, 4 men teams

#### **4.3.7 Launch of Men's Netball – 2016 and 2017**

- 2016 West Coast host the Western Cape Championships and our men's team won silver.
- 2017 we have 5 players in the Western Cape teams:
- Brandon Brand (A1) CDP
- Juan Snyers (B1)
- Deon Duikers (B1)
- Alfredo Alfreds (B1)
- Ashwille Fredericks (B2)

After the SA championship – Brandon Brand (Velddrif club) was chosen for the SA under 23 men squad. Brandon was also appointed as the WEST COAST JUNIOR SPORTSMAN of the Year 2017.

#### **4.3.8 Community Building and ground level talent Identification – 2016 and 2017**

- 2016 WCNU DEVELOPMENT TEAMS: 17 Players, 4 CDP players
  - : came 4<sup>th</sup> out of 6 districts
  - : 1 player in top 10 ( Jo Ann Talmakkies)
  - : Host of Tournament – Overberg ( Caledon)
- 2017 WCNU DEVELOPMENT TEAMS: 16 Players, 4 CDP players
  - : came 4<sup>th</sup>
  - : 3 Players in the top 10
  - : Natacha Petitjean, Best centre court, B Division. CDP
  - : Esme Horn, Best Shooter, A Division
  - : Jaclyn Engelbrecht, Best Defender, A Division
  - : Jaclyn Engelbrecht, Player of the tournament
  - : Host of Tournament – Eden( Oudtshoorn)

#### **4.3.9 Major Events – Western Cape Inter-regional Development Tournament**

- 2016 – Caledon
- Cape Winelands (Boland), Cape Town(WP), West Coast, Central Karoo, Eden & Overberg
- 2017 – Oudtshoorn

- Eden, Overberg, Cape Town, West Coast, Cape Winelands & Central Karoo

## 5 **Results and Performance:**

### 5.3 Membership 2016 and 2017 of all the clubs in the West Coast:

#### **Statistics**

	<b><u>2017</u></b>	<b><u>2016</u></b>	<b><u>2015</u></b>
Clubs	21	25	26
TEAMS	37	43	48
PLAYERS	436	434	513
HIGH SCHOOL PLAYERS	1 272	1 382	1 226
PRIMARY SCHOOL PLAYERS	4 666	4 271	3 052
FARMWORKERS PLAYERS( SOCIAL)	171	159	153
<b>TOTAL NETBAL PLAYERS IN WEST COAST</b>	<b>6 545</b>	<b>6 087</b>	<b>4 944</b>

### 5.4 **Scope of Activities** –

WCNU, in partnership with DCAS, succeeded in incorporating clubs from the CDP in all events on the netball calendar. The biggest contributor in this success was the transport provided by DCAS. It was very obvious, that were transport was not provided, attendance levels dropped.

5.4.1 ***Visions / Strategic Objectives / Major Projects*** – Clubs received basic equipment like netball balls, ball pumps, playing gear and bibs (positions). ***Tracksuits have not arrived yet.***

#### 5.4.2 ***Exposure to top quality and current coaching techniques***

Through the coaching clinics that were hosted for CDP players (not coaches), valuable practical information regarding training techniques were transferred to the players of the respective clubs. Those techniques were taken back to the clubs and provided practical tips on how to train – a very important need, as trained coaches are not always available at the clubs.

#### 5.4.3 ***Capacity Building: Umpires***

Graded umpires at CDP clubs:

- Saldanha 1 umpire
- Velddrif 6 umpires
- Piketberg 3 umpires

#### 5.4.4 ***Capacity Building: Club Administration*** –

Club Management members were equipped with valuable theoretical knowledge and practical tips on how to effectively manage their netball clubs. There is still

much to learn – especially in regards to effective communication – but over-all there was much improvement. Lack of community systems is a huge problem.

#### 5.4.5 **Capacity Building: Accreditation of Coaches –**

Pre-level accreditation: UWC = 7; LWC = 8

Level 1 Accreditation: 4 LWC Coaches attempted the Level 1 exam, but unfortunately they were not successful. They will be provided with a second opportunity in the future.

- 2016 : – Level 1 Accreditation – 4 attendees and all successful
- 2017: - Level 1 Accreditation -3 attendees and all successful.
- 

#### 5.4.6 **Participation in league matches –**

The CDP teams performed very well in the league matches  
(Details available from Union)

#### 5.4.7 **Launch of Men's Netball-** 2016 and 2017

Statistics of men's netball in West:

Total men players: 2016 54 players and 2017 30 players.

- 2016 West Coast host the Western Cape Championships and our men's team won silver.
- 2017 we have 5 players in the Western Cape teams:
- Brandon Brand (A1) CDP
- Juan Snyers (B1)
- Deon Duikers (B1)
- Alfredo Alfreds (B1)
- Ashwille Fredericks (B2)

<b>West Coast B-Team 2016</b>	<b>Coach:Marieta Coetzee</b>
	<b>Manager:Esta Visagie</b>
<b>Name</b>	<b>Club</b>
Tabbi Nel (c)	Moorreesburg
Christine Cordier (v/c)	Langebaan
Chantelle Prinsloo	Vredenburg
Mariett Gouws	Langebaan
Talitha Blom	Langebaan
Corné Oliveira	Langebaan

<b>Mariaan Floors</b>	<b>Young Blues</b>
Ria Mouton	Citrusdal
Corrine Fortuin	Citrusdal

#### **5.4.8 Community Building and ground**

**level talent Identification** – At each of the three tournaments that were held by WCNU and DCAS, long strides were made in terms of community building, transformation and the formation of friendships across the historical boundaries of race and gender. During these tournaments new and upcoming stars could be seen in action – players that might not normally have the confidence or the means to attend provincial trials.

Talent Identification – Elite level

The following players were chosen for provincial or development teams.

#### **Gold medals and cup winners – Clanwilliam Tournament**

<b>West Coast Development A team 2016</b>	<b>Coach: Wilna Douries</b>
	<b>Manager: Suzaan Horn</b>
<b>Name</b>	<b>Club</b>
Valda Adams (c)	Riebeeck United
Lize Jacksone (v/c)	Malmesbury
Maryka Visser	Langebaan
<b>Jo Ann Talmakkies</b>	<b>Coastal Links</b>
<b>Emmeline Davids</b>	<b>Piketberg</b>
<b>Monique Maarman</b>	<b>Piketberg</b>
Callie Fatagoedien	Citrusdal
Icha Bester	Veldrif

<b>West Coast Development B team 2016</b>	<b>Coach: Wilna Douries</b>
	<b>Manager: Suzaan Horn</b>



Name	Club
Tersia Engelbrecht (c)	Velddrif
Natacha Petitjean (v/c)	Velddrif
Yolanda Van Wyk	Young Citerians
Genivieve Dirks	Young Citerians
Ishlen Adams	Velddrif
Mcnita Davids	Velddrif
<b>Chandre Lesch</b>	<b>Piketberg</b>
Janine Jantjies	Marines
<b>Janique Lombard</b>	<b>Piketberg</b>

**West Coast Junior Team 2017****Coach:** Suzette Visser**Manager:** Inge Theron**Technical Official:** Wilna Douries

Lize Jackson (Malmesbury) – (c)

Velda Adams (Good Hopes) – (v/c)

***Ishlen Adams (Velddrif)******Ischa Bester (Veldrif)***

Carin Marie Engelbrecht (Citrusda)

Jerene Potgieter (Vredenburg)

Catherine Murray (Vredenburg)

Natasha Waterboer (Vredenburg)

Bianca Symington Malmesbury

Carina Engelbrecht (Malmesbury)

**Western Cape Tournament: 3th**

<b>West Coast A Development Team 2017</b>	<b>Coach: Wilna Douries</b>
	<b>Manager: Suzaan Horn</b>

<b>Name</b>	<b>Club</b>
Esme Horn	Good Hopes
Johanna Skippers	Moorreesburg
<b><i>Mcniita Davids</i></b>	<b><i>Velddrif</i></b>
<b><i>Tersia Engelbrecht</i></b>	<b><i>Velddrif</i></b>
Emeline Davids	Piketberg
Jaclyn Engelbrecht	Mooreesburg
Callie Fatagodien	Citrusdal
Davelyn Basson	Piketberg

<b>West Coast B Development Team 2017</b>	<b>Coach: Wilna Douries</b>
	<b>Manager: Suzaan Horn</b>
<b>Name</b>	<b>Club</b>
Paulina Jaftha	Citrusdal
<b><i>Natacha Petitjean</i></b>	<b><i>Velddrif</i></b>
Herlourise Skippers	Moorreesburg
<b><i>Joleen Diamonds</i></b>	<b><i>Velddrif</i></b>
Genevieve Dirks	Young Citerians
Janine Jantjies	Young Citerians
Janique Lombard	Piketberg
Shannon Fortuin	Good Hopes

#### **5.4.9 Community Building and ground level talent Identification –**

At each of the three tournaments that were held by WCNU and DCAS, long strides were made in terms of community building, transformation and the formation of friendships across the historical boundaries of race and gender. During these tournaments new and upcoming stars could be seen in action – players that might not normally have the confidence or the means to attend provincial trials.

Talent Identification – Elite level

A great number of CDP players performed exceptionally well in 2016 and 2017. The following players were chosen for West Coast Teams:

- **2016 CDP Provincial or development teams:**
  - Emmeline Davids – Piketberg (CDP)
  - Monique Maarman – Piketberg (CDP)

- Yolanda Van Wyk – Young Citerians (CDP)
- Genevieve Dirks – Young Citerians (CDP)
- **2017 CDP Provincial or development teams:**
  - Icha Bester – Velddrif (Provincial)
  - Ishlen Adams – Velddrif (Provincial)
  - Mcnita Davids – Velddrif (CDP)
  - Tersia Engelbrecht - Velddrif (CDP)
  - Natacha Petitjean - Velddrif (CDP)
  - Jolene Diamonds - Velddrif (CDP)

The following Rising Stars were recognized at the the Netball Awards of 2016:

**WCNU Netball Awards – September 2016 CDP Players**

- C1- Nurene Van Wyk (Young Citerians) – best shooter
- C2-Janique Lombard ( Piketberg) – best centre
- C2- Jo Ann Talmakkies ( Coastal Links) – best defender
- D – Consyance La Mour ( Coastal Links) – best shooter
- D- Nicole Witbooi ( Young Citerians) – best centre
- D- Chante Simons ( Young Citerians) – best defender

**WCNU Netball Awards – September 2016 CDP Players**

- B – Ishlen Adams(Velddrif) – best defender
- C2- Bernadine Titus ( Young Blues) – best centre
- C2 – Mriaan Floors (Young Blues) – best defender
- Mens – Brandon Brand ( Velddrif) – best shooter

**5.4.10 Major Events – Western Cape Inter-regional Development Tournament**

- Western Cape Inter-regional Development Tournament was certainly the biggest highlight on the WCNU calendar in 2016 and 2017.
- 2016 WCNU DEVELOPMENT TEAMS: 17 Players, 4 CDP players
  - : came 4<sup>th</sup> out of 6 districts
  - : 1 player in top 10 ( Jo Ann Talmakkies)
  - : Host of Tournament – Overberg ( Caledon)
- 2017 WCNU DEVELOPMENT TEAMS: 16 Players, 4 CDP players
  - : came 4<sup>th</sup>
  - : 3 Players in the top 10
  - : Natacha Petitjean, Best centre court, B Division. CDP
  - : Esme Horn, Best Shooter, A Division
  - : Jaclyn Engelbrecht, Best Defender, A Division
  - : Jaclyn Engelbrecht, Player of the tournament
  - : Host of Tournament – Eden( Oudtshoorn)

## 6 **Lessons of experience**

### – ***Supply Chain and Procurement DCAS –***

Over the years clubs have struggled to understand and adhere to the ever changing procurement protocols – especially in terms of transport, as this is the vital life line for these clubs. The appointment of the liaison alleviated this problem to an extent, but ever changing protocols made the process frustrating and ever more rigid. The registration of service providers on the Western Cape Supplier Database was a massive challenge for the smaller suppliers in rural areas, and delays in this process resulted in impractical logistical arrangements because only registered provider could be considered. Local transporters were ignored because of sometimes minor problems with their registration.

### – ***Vast Distances-***

The West Coast Region covers a vast area – from Noordbaai to Saldanha Bay; Nieuwoudtville to Malmesbury. Some of the teams have to travel more than 300km to league matches. Transport is the single biggest expense for all our clubs. When allocations are made by DCAS, this should be taken into account. Rural districts have a much greater need for transport support in comparison with urban areas.

### – ***Playing gear-***

New clubs received playing gear and were extremely proud of their new club colours. The only problem in the beginning was that the dresses were very small and short. Orders were also not followed out correctly by the suppliers. But after West Coast bring it under the attention of DCAS, it was much better. Tracksuits have still not arrived, and problems with sizing is also foreseen.

### – ***Support of Provincial Players***

- This is still the greatest stumbling block for our developing players – they simply don't have the funds to support them in terms of transport to trials, practice sessions and tournament, as well as the cost of their kit as well as the accommodation at tournaments. Some players have to travel up to 250km to attend a practice session. Therefore, the team management of West Coast teams must transfer the players free of charge after training and tournaments.

### – ***The road ahead for clubs that exit the program***

As mentioned earlier, most of the CDP clubs are located in small rural town with high unemployment and close to none community support. The infrastructure are generally lacking, and despite all the efforts, there is still a big shortfall in terms of technical officials, coaches and umpires. I believe it is unrealistic to believe that these clubs will be able to stand alone after three years.

Therefore after 3 years the clubs leave the West Coast League because of funds DCAS has to somehow assist the clubs until they are on their feet.

## **7 Recommendations and Conclusion**

My greatest recommendations for the future would be:

- **Simplification of procurement process:**

It is imperative for DCAS to streamline the process, taking into account that we are trying to help rural, sometimes uneducated people. When the lines keep shifting, people get frustrated when they continuously fail to succeed. When systems get even more complicated, people get discouraged. I would suggest that a dedicated transport supplier be decided on per club before the season. A “per kilometre per head” rate of each service provider could then be negotiated and fixed before season. This will simplify the process greatly. If there are any restrictions on finance, it should be communicated clearly before season so that clubs can make informed decisions and budget wisely. We also recommended that the Transport be arranged via the West Coast netball union.

- ***Support for Elite players***

I think one of the cruellest (be it unintentional) is to develop players on ground level, but to figuratively cut their wings when they are ready to fly. It should be a top priority for DCAS to develop a protocol to help players who excel and are selected for provincial teams.

- ***Equipment and playing gear***

There must be closer cooperation between DCAS and the federations in terms of needs of clubs in terms of equipment. Orders for playing gear and tracksuits must be better structured (measurements, trial sets), so that players receive clothes that they can actually wear. In doing so, DCAS will ensure that funds are effectively used. There is such a great need for funding, it is tragic if the funds are spent on unusable items.

The Club Development Program is one of the most potent endeavours of DCAS, and tangible and empirical proof of this was described in the above paragraphs. I

Finally, we must be very careful to remove clubs from the program if they are not ready to stand alone. The result of this will simply be regression, slow deterioration and even closure of clubs. We must be realistic in what can be achieved in three years, and each case should be decided on merit. Netball Clubs are the heart of life for women and girls in rural towns - an opportunity to grow and excel. This should be protected and nurtured with a vengeance.

## **CASE 9: CASE STUDY ON PRESENT AND FUTURE TRENDS AND TENDENCIES IN AMATEUR WRESTLING IN THE WESTERN CAPE PROVINCE (2017):**

**Cian De Coning<sup>35</sup>**

**June 2017**

### **1. Introduction and Background:**

The case of wrestling in the Western Cape provides an interesting and exciting perspective into a middle-size sport that holds much potential to increase its competitiveness, popularity and developmental focus over the next period. The wrestling community has recently commissioned a national study on the future of the sport and may important opportunities have been identified that apply to the Western Cape Province and perspectives from this study has been incorporated where relevant. This case study has shown that although various challenges exist, wrestling in the Province enjoy significant strengths such as a deep-rooted history and commitment to the sport, experienced administrators and coaches and a conducive environment, due to the popularity of Cape Town as a venue for events. Much potential exists to develop a hub for wrestling in the Western Cape and to attract wrestling enthusiasts to the Province with medium-sized events and training camps.

The case below will provide a historical and brief contemporary perspective on wrestling in the Province, a profile of wrestlers and officials in the Province, a brief overview of governance arrangements, a perspective on high performance as well as an overview of development programmes in the Province. The case will also provide a summary of the most important lessons of experience and good practices that have been identified.

### **Historical and contemporary perspective**

The reader is reminded that wrestling is one of the oldest organized sports in the world, dating back to the ancient Olympics in Olympia, 600 years BC. Wrestling has also been a modern day Olympic event and a circuit of international events are held under the auspices of United World Wrestling (UWW) based in Lausanne Switzerland. Wrestling in the Western Cape has a more recent but rich history and dates to the early 1930's. Although this case does not allow for a detailed description, it is worth noting that the history and heritage of wrestling tells a story of the creation of a formal association and the participation of the great early athletes of the time which originated from Western-Province and participated in various international events.

One of the first formal recordings was that a Western Province first inaugural meeting was held during August in 1930. This meeting was held to draft the concept constitution for the Western Province Amateur Wrestling Association. This constitution represented various clubs such as the Cape Town Club, the Cape Town High School Old Boys Club, the Phoenix Amateur Wrestling

---

<sup>35</sup> Junior researcher, Institute for Sport and Development. During 2016 the Institute undertook an evaluation and research study on the future of Amateur Wrestling in South Africa. This case study is the result of the recording of some Western Cape results of the study completed in February 2017.

Club, the Salt River Amateur Wrestling Club and the Fletcher Amateur Wrestling Club. The members in charge of W.P. Wrestling Association from 1930 to 1935, were re-elected on 3rd November 1935 namely Dr H. Cohen as the Chairman and Mr R. Cole as the Vice Chairman. Following this meeting, the first Amateur wrestling tournament was organized by Mr. Fletcher on the 31<sup>st</sup> August 1931. This was held at the “Pier” which is currently where the Jan Van Riebeeck Statue is placed today. Permission for this tournament was granted by the City Council of Cape Town.

The first Western Province athlete that represented South Africa internationally was Alf Harding. He obtained a Bronze medal at the Empire Games, in Sydney, Australia in 1938. Following this, “Blondie” Pienaar and Cyril Martens, both from the Western Province also represented South Africa at the 1952 Olympic Games in Helsinki, Finland. In the same year Ike Scheiner represented South Africa at the World Maccabi Championships and won his weight category in the 68kg division. Ike was originally from the Maccabi Club which was from the Western Province. Various international and national accomplishments followed. The research for this case study showed that various legends existed in the sport in the Province and that a separate study should be undertaken to record this history.

### **Contemporary trends**

Contemporary trends show that Western Cape Wrestling has a strong profile and is one of South Africa’s leading provinces and are competitive against the much larger Gauteng who has the majority of top wrestlers in the country. Western Cape wrestling as is the case with Gauteng and elsewhere however has problems competing internationally, both due to geographical distances but also because of the highly competitive nature of wrestling internationally. These competitive aspects that include coaching, levels of training, technical analysis and trends and may other aspects, have been dealt with in the national report on wrestling (See SAW, 2017) and will not be dealt with in further detail in this case study. However, it is part of contemporary reality that wrestling in the Province will also have to overcome these obstacles and hurdles to be competitive in future.

Contemporary trends in the development field looks much better and Wrestling in the Western Province has a proud record of successful development programmes. These aspects will be dealt with in detail below.

Some further specific trends in the Province that were highlighted in surveys included that:

- A high increase of wrestlers at a young age was evident in the Western Cape;
- Large numbers of PDI wrestlers were evident at various HUBS but the necessary resources fall short to sustain development efforts;
- A dramatic decrease of wrestling participants once at adult age (after leaving school) was evident, especially since local wrestler’s peak at 17.
- Lack of administration and accreditation within WPWA.
- Lack of funding and fund raising from WPWA and sponsors.
- Limited venues available due to size, price and location.
- A need existed to conserve heritage and to find a location for heritage and memorabilia.

Contemporary trends include international recognition and increasing local awareness of the advantages of wrestling at early ages given the lack of physical education at schools, as well as the increasing recognition of **the value of wrestling in cross-training**.

As **wrestling is often used in rugby** such as the crocodile role, WPWA should work closely with WPRU (Western Province Rugby Union) not only with their events and making it an attraction for others so that they are able to market their sport, but allow the unions/associations to assist each other. The 2007 Rugby World Cup may not have been a South African Springbok achievement if it wasn't for wrestling and Jake White hiring the assistance of Wrestling coaches.

At a time when the advantages of various sport types are noted for **the role that sport can play in youth at risk programmes**, it should also be noted that the research for this case study has shown that many of the intrinsic values of wrestling<sup>36</sup> relate to **improved psych-socio behavior amongst young people**. Some of these include various benefits of wrestling to various age groups and weight categories. Wrestling aids personal growth and development in various manners. Wrestling improves **self-confidence**. Wrestling is mostly an individual sport and you are not able to rely on teammates. Wrestling improves **discipline** as athletes need good routines such as early morning runs, this assists with meeting their desired weight, a sacrifice in social life in order to train and compete and lastly wrestling instils a hard work ethic as often wrestlers need to do tasks that do not necessarily want to in order to achieve their goals. **Mental perseverance** aims to assist wrestlers both mentally and physically. Wrestlers develop **sportsmanship** through their craft, as each athlete understands the mental and physical performance required to compete. Sport in general has a very **competitive** nature. Wrestlers are taught high levels of **competitiveness** due to the fact that athletes need to compete against each other in weight class categories. It is evident that wrestlers obtain a high level of **physical fitness** and that the athletes within this sport are extremely athletic. Wrestling improves the balance, reflexes, strength, endurance and agility of their participants. Wrestling is a combat-sport. This includes **self-defense** techniques and basic skills on how to protect yourself. Focus points include body positioning, how to control your opponent, how to fend off various attacking types and how to stay safe in undesirable situations<sup>37</sup>.

During the Tri-Lateral discussion between DCAS and the WPWA on 7 February 2017, Mr Bennet Bailey from Government encouraged the Wrestling Federation to get involved in areas such as Hanover Park that have not been involved previously. Mr Bennet Bailey strongly feels that **Wrestling can be used as a combat sport to defend victims from bullies** and assist in fighting youth recruitment strategies of gangsters in these areas. This may prove to become a major benefit of the sport in various communities.

---

<sup>36</sup> See for example: iSport Wrestling: <http://wrestling.isport.com/wrestling-guides/the-benefits-of-wrestling-why-you-should-wrestle>

<sup>37</sup> Also see <http://wrestling.isport.com/wrestling-guides/the-benefits-of-wrestling-why-you-should-wrestle>



Contemporary trends internationally show that **women wrestling** has become prominent and that much could be done to increase the provincial and national profile in this respect. Huge opportunities exist not only to wrestle in categories that are less contested, but also to promote the sport amongst women to increase participation in the sport as well as to contribute to the development of girls and women.

WPWA may be able to arrange an annual wrestling event in Cape Town to attract the world's best wrestlers and coaches<sup>38</sup>. Provincial Wrestling can make use of **Cape Town as a popular destination** for athletes, visitors and tourists. **Beach Wrestling** is very entertaining and can be combined with events such as **surfing, beach volleyball in Muizenberg or the IRB 7s** which annually comes to CPT and is hosted at the Green Point Stadium. This has also been suggested to the Board Members of SAWF in a recent study namely the "Strategic Perspective on the Future of Amateur Wrestling in South Africa."

Contemporary trends therefore show that although wrestling in the Western Cape experience limited financial resources limited human resources and time available for the sport as it is driven by volunteers and that although a lack of appropriate facilities and equipment are evident, much can be done to improve the profile and well-being of the sport.

#### **Governance and the Provincial profile of Clubs in the Western Cape:**

The Western Cape Wrestling Association is the Provincial Federation for Wrestling and is affiliated to the [South](#) African Wrestling Federation (SAWF) at National Level. SAWF is in turn a member of both SASCOC as well as the International body, namely United World Wrestling. The SAWF has recently adapted their district borders as per the SASCOC geo-political requirements of new boundaries. In the Western Cape Province, wrestling is active in two of the six Districts as registered federations. These include the Winelands Wrestling Federation and the Western Province (Cape Metropolitan area) Wrestling Federation. Two clubs left Boland and now forms part of the West Coast Region. These clubs are still managed from Winelands District. Three new clubs were formed in the Winelands district. The Winelands District Clubs (previously referred to as Boland), consists of Vredendal and Hopefield (West Coast), Ceres (with one hub in Tulbach), Drostdy (with two hubs in Worcester), namely Worcester North and Worcester East, Paarl Solid Rock as well as Paarl Boys High School. Western Province District clubs included the Olympians (Durbanville with two hubs), Goodwood, Brackenfell, Parow and Strand.

---

<sup>38</sup> Our interviews showed that the Western Cape is keen to host a national championship but are facing challenges with venues. Options include the DF Malan Centre in Stellenbosch, the Velodrome in Bellville as well as the Military Base in Wynberg. Makweni has also been used as a venue and can host 3 mats.

Western Cape is one of the larger associations within South Africa according to the 2016 figures that have been obtained from the Treasurer of the South African Wrestling Federation (SAWF), Shaun Bartlett.

### Profile of wrestling participants

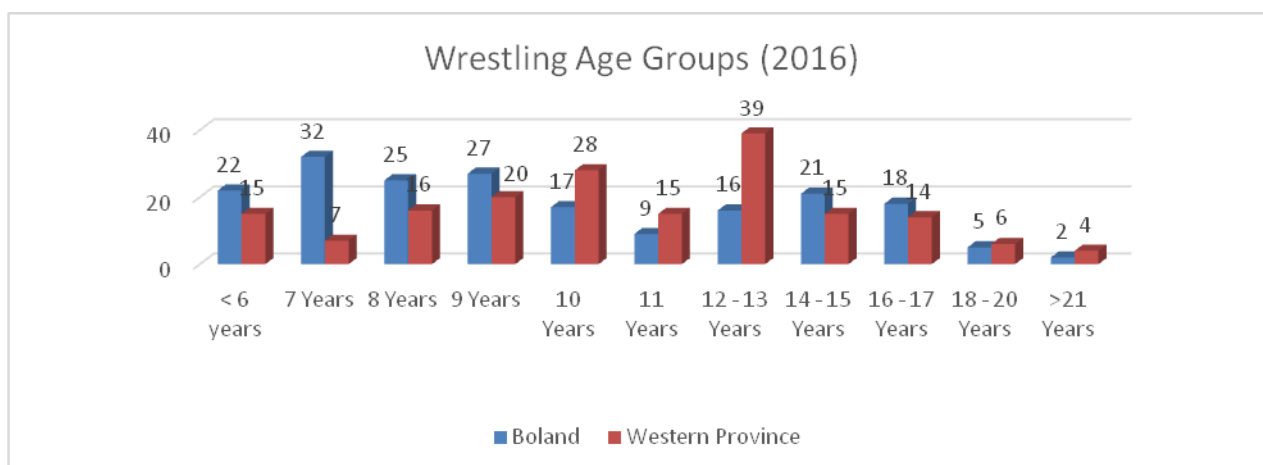
Looking at the number of wrestlers per Province, the Western Cape (Western Province and Cape Winelands) is presently the Province with the second largest number of wrestlers with 373 wrestlers and Gauteng Province (Gauteng East, Central Gauteng, Gauteng North and Sedibeng) being the largest province with 1028 wrestlers.

Western Province currently has the second most number of clubs (7) nationally and a total number of 179 male and female wrestlers. Currently there are 169 male wrestlers and only 10 female wrestlers in Western Province. Winelands District Wrestling Federation has a total of 194 wrestlers. This comprises of 11 different age categories.

-----  
The categories are as follows:

<6 years, 7 years, 8 years, 9 years, 10 years, 11 years, 12-13 years, 14-15 years, 16-17 years, 18-20 years and >21 years.

#### 1. Profile of Western Cape Wrestlers (2016):



It is evident that male participants gradually increase from a young age category and with most wrestlers active at 12-13 years. The present profile shows a decline of number of wrestlers for the age group 14-17 years old. A further decline in numbers are evident as the age groups increase. It is clear that WPWA struggles to retain wrestlers at older ages and as pointed out in various interviews, older boys tend to play rugby or cricket and wrestling clubs are not able to retain significant numbers of wrestlers after school, even though internationally, wrestlers peak at the age of 25 to 27 years old. It is clear that retention strategies have to be considered to retain athletes.

There is a lack in recruitment or awareness for female wrestlers as the figures show they only have one or two wrestlers from ages 8 through to 18-20 years old totaling only 10 female wrestlers. Gauteng North leads the figures with 10 Clubs and 608 male and female wrestlers of which 594 are male wrestlers and 14 are woman wrestlers. A similar trend is followed with regards to age. However, at the age category of >21 years old there is a significant increase of male participating wrestlers. This indicates they may have a recruitment or retention strategy in place that WPWA requires. WPWA needs to research or ask for assistance in this specific area.

Although Western Cape may not have the largest number of wrestlers, the development of PDI's is of utmost important to the Western Cape Wrestling Association. Western Province has the largest number of PDI's in the country standing at 36 wrestlers. Gauteng North with 608 wrestlers only have 28 PDI's.

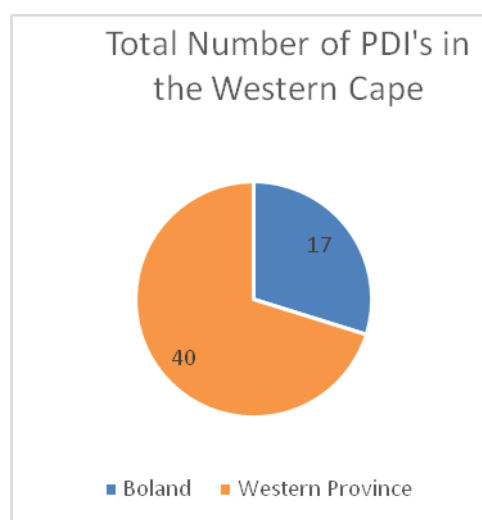
**Western Cape profile of PDI's (2016):**

Association	PDI	UP	FC
Boland	17	1	1
Western Province	40	6	2

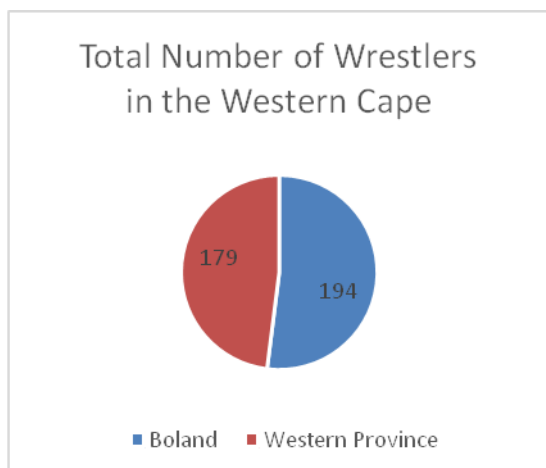
**PDI:** Previously Disadvantaged

**UP:** Underprivileged

**FC:** Foster Care



The numbers of wrestlers in the Winelands District showed an impressive increase in 2017 and increased from 155 to 197 wrestlers (Interview with Johan Jordaan, 4 February 2017). The Western Cape is presently the Province with the second largest number of wrestlers. Winelands wrestling do not currently have any girls wrestling. The Western Province has 4 girls participating at this point in time, and are working on strategies to allow these female wrestlers to become role models in order to successfully recruit more female wrestlers.



A particular finding worth noting in the national Report (SAWF, 2017) with implications for the Western Cape Province, is that **female wrestling** is much underestimated in South Africa and huge possibilities exist to grow the sport in this area. From our research, it is apparent that there is a lack of awareness of the future importance of female wrestling and much more can be done to recruit female wrestlers in the Western Cape. Good examples exist of role models that can support further developments in this area, also as female participation in sport is a high priority with government. A good example is Norma Gordon who is a talented 22-year-old female wrestler from OSA originating from the Klipheuwel area. As per the spice4life article ([http://spice4life.co.za/life\\_stories/leading\\_the\\_way/young-wrestler-from-klipheuwel-flies-sa-flag-high-in-egypt/](http://spice4life.co.za/life_stories/leading_the_way/young-wrestler-from-klipheuwel-flies-sa-flag-high-in-egypt/)) Norma competed in the Senior Africa Wrestling Championships which took place from the 3<sup>rd</sup> to 6<sup>th</sup> of March in Alexandria, Egypt. She competed in the 0/55 women's category and achieved a Bronze medal for South Africa. This story clarifies the special development work of OSA in Durbanville and is a positive and attracting story which aids in increasing participation and awareness of this sport. Norma is able to become a role model for children, especially girls in her communities to achieve something great.

Gauteng North leads the figures with 10 Clubs and 608 wrestlers of which 594 are male wrestlers and 14 are woman wrestlers. A similar trend is followed with regards to age. However, at the age category of >21 years old there is a significant increase of male participating wrestlers. This indicates they may have a recruitment or retention strategy in place that WPWA requires. Female wrestling is clearly a focus area in future for wrestling in the Western Cape and much can be done to increase this effort.

Although Western Cape may not have the largest number of wrestlers, their track record for achieving results with their development programmes have been at the forefront, setting an example of what can be done. The national Report (SAWF, 2017) shows that Western Province has the largest number of PDI's in the country standing at 36 wrestlers. Gauteng North with 608 wrestlers only have 28 PDI's. These numbers are still very low as a percentage of active wrestlers in other categories and much can be done to improve the development programme profile of wrestling in the Province. The Western Cape Province also has valuable experiences in this area (see case study below) and it should be noted that our interviews

indicated that although there is a willingness to increase the focus on PDIs, a general lack of funding exists to see this through.

The numbers of wrestlers in the Winelands District showed an impressive increase in 2017 and increased from 155 to 197 wrestlers (Interview with Johan Jordaan, 4 February 2017). The Western Cape is presently the Province with the second largest number of wrestlers. Winelands wrestling do not currently have any girls wrestling. The Western Province has 4 girls participating in competition at this point in time, and are working on strategies to allow these female wrestlers to become role models in order to successfully recruit more female wrestlers.

As was pointed out in the national Report on the future of wrestling, **the management and administration of sport federations** such as the wrestling federations in the Western Cape remains to be a challenge as the sport has to depend on volunteers and as limited skills and willing administrators are available. The figures below show that 91 officials are active in the Western Cape namely 9 administrative officials, 36 coaches, 7 HSSC Officials, 26 technical officials and 13 team managers. Research into wrestling in South Africa (SAWF, 2017) promoted a capacity building approach towards administrative capacity and suggested the use of internships and mentorships to encourage younger participants to take up administrative positions. Young people may also improve their employability in this way. Definite challenges are being experienced with the age cohort of administrators and volunteers as present incumbents are in the older age range and a need exists for succession planning and the training and certification of new incumbents.

#### Western Cape Officials (2016):

Association	Number of clubs	Admin Official	Coach	HSSC Official	Technical Official	Team Manager	Total
Boland	4	5	14	5	12	6	42
Western Province	7	4	22	2	14	7	49

There are many positive outcomes within the Western Cape with regards to growth, development, and coaching. As mentioned before, the Olympians Sport Academy (OSA) in Durbanville has various developmental clubs serving as hubs in Fisantekraal, Philadelphia, Klipheuwel and Joostenberg Vlake.

## 2. Development Programmes:

Athlete and community development is of utmost importance to the Wrestling community in the Western Cape. Because of the sudden increase in numbers, the Winelands Wrestling Association is developing a Management Team to cope with the huge number of children, especially from Junior School. In terms of capacity building and training in Winelands wrestling association in 2016, two capacity building sessions were held, six national courses

were held for referees, coaches, administrators and team managers. Four local courses were held for referees, two local courses for coaches were held and three training camps for wrestlers were arranged. It is of note that wrestling coaches were also involved in school sport such as rugby, cricket and athletics.

It is of interest to note that coaches in the Western Province has been involved in cross-training with rugby, where training in wrestling formed part of rugby preparation. This included coaches such as Kurt Herzog, but also previously Johan Jordaan (Kavaliers), Koenraad De Villiers (Sevens) as well as Ido le Roux that was involved with the WP Rugby team.

Durbanville club has been most successful with their development programme over the years and the following case study (see SAWF, 2017) highlights some of the important features of this initiative.

**Case Study of a successful Development Programme: The Olympians Wrestling Club (Durbanville, Western Cape)** (see SAWF, 2017)

The Olympians Wrestling Club is a schools and community wrestling outreach programme under the title “Developing role models for the future” that has a proud history of development programmes and successes in promoting development athletes. The Project description indicates that Olympians Wrestling Club is a non-profit organization, registered as an association incorporated under section 21, to introduce and promote Olympic sport to the historically disadvantaged youth in the Western Cape, as a counter- measure to gangsterism, substance abuse and involvement in crime.

The strategy that is being followed, is a two-tiered approach where the youth, who are in the main from areas and schools that are historically disadvantaged and very poor, are introduced to the sport of wrestling, nurtured and trained in the various skills needed to participate in the sport and to identify and support those youngsters, of all ages and genders, who show potential and to train, coach and guide them to participate at club, provincial, national and international level with a view to produce young boys and girls of all ages to compete in the Olympic Games in 2016.

This project targets key persons interested in wrestling coaching, schools and community structures as well as children and train them to play, coordinate and develop the sport at grassroots level. A structured coach training programme within these communities, starting with basic technique and introduction to wrestling training while emphasizing fun and enjoyment will begin to kindle interest. Currently no process or structure exists that can address the need in formal and informal townships and rural communities which can run programmes in a sustainable way. To seriously “reach out” to these areas it is imperative that partnerships are formed to begin to turn the situation around. This project targets and joins forces with the national, and provincial federation, and other stakeholders to implement programmes that will ensure interest, growth and sustainability.

The Development Programme has an impressive history and has been in existence since 2006 and are still, 10 years later, coaching at the schools. The coaches that are used at the hubs are from the historically disadvantaged communities, whom are all wrestlers at the academy and have been trained by the programme to coach the children. The Programme is structured by

using a central hub as a high-performance Centre in Durbanville, serving hubs in Fisantekraal, Philadelphia, Klipheuwel and Joostenberg Vlakke.

From these areas and schools the coaches identify the athletes that can excel in the sport and they are transported twice a week by us from their communities to the main training facility where they get the opportunity to interact and train at a higher level. The athletes that attended these training sessions are taken to competitions locally, national and international and it is reported that all of them have their Western Province colours. Most of them have competed at National level and received their SA National colours. Five of the eight wrestlers that have been nurtured since 2006, has received their International colours and represented South Africa at international events.

It is important to note that these wrestlers did not only excel in wrestling, but also in their social and personal lives. Coaches and staff of the high-performance hub have put them through school, helped them choose careers and develop healthy social development and life skills. Two of the wrestlers are under the top 8 Wrestlers in South Africa and the one wrestler is preparing for the Olympic Games.

The Programme has one athlete who is part of the 8 that started with us in 2006 who got severely burned in his neck, arm and chest. He was in hospital for several months and had many skin grafts. By grace, he survived the accident, but has not got the normal full use of his arm back. He is however back on the mat and due to the wrestling has overcome nearly all of his mental problems which he faced after the fire. Besides this wrestler, the club has many children that suffer from Alcohol syndrome and struggle in school. For many of these children the wrestling gives them the opportunity to excel in something in their lives and they find a place in society where they are accepted. This is not a physical disability, but to these children it is a disability that they have to live with for the rest of their lives.

It is the vision of Olympians Wrestling Club to introduce and promote Olympic style wrestling and an educational program to as many youth as it can reach, in line with the ethos of a better life for all in a non-racial democracy. The leadership of the academy are important role players in the lives of the athletes. They are involved in the athlete's lives on a weekly basis and with the athletes that are at a higher level of training, daily.

**The development Programme also focuses on wrestlers becoming role models and** the starting point of personal leadership, motivational leadership, is to begin seeing themselves as a role model, seeing themselves as an example to others. The objective is to provide this valuable experience to as many children as possible in a positive and supportive manner. A positive, constructive, and meaningful experience is the sought-after result of the Olympians Wrestling Club experience. This experience may assist individuals to better understand the necessary skills that life demands and empower them to realize the choice and options available to them. Increased participation at school and community level and to promote the Olympic spirit at both community and school levels are regarded as high priorities.

In conclusion, Olympians Wrestling Club offers a unique experience for children that want to have an enjoyable sports experience. All youth between the ages of 5 to 20 can participate in sports throughout the year. Their participation is not dependent upon their previous experience, skills level, or athletic ability. Everyone can play. The breadth, depth and overall quality of the sports experience that are offered cannot be matched within the market. Our staff work with parents and guardians to add to their child's sport experiences. Olympians Sport Academy exists to create a cherished childhood memory for each participant. In terms of this study the Olympians club provides an important basis for future

### 3. Challenges in the Western Cape

This case study on wrestling in the Western Cape Province showed that the challenges experienced by the Province is by large a micro cosmos of the national situation with lack of finding, competent volunteers, access to facilities and equipment as well as a lack of international exposure as the major challenges.

**Funding** remains to be a major challenge, both with respect to development programmes as well as high performance. Many more potential PDI wrestlers can be mobilized if funding allowed. Wrestling federations have shown that their ability to responsibly manage development programmes and hubs are largely dependent on their financial ability. Development programmes require significant financial resources as a significant need existed for support with transport, nutrition, equipment and clothing as well as many other expenditure items. Once a club has accepted responsibility for a wrestler, then it is expensive to kit an athlete out with regards to correct gear such as shoes, tracksuit, uniform etc. Larger facilities are often not provided for in the budget, and when are available, transportation of athletes and equipment is expensive and difficult. **Logistics and Venues** remains a huge concern as venues to host tournaments are scarce or too expensive, with Belville Velodrome costing R20 000 per day this is far too expensive as DCAS only provides R20 000 for events.

It has been in debate in wrestling circles to introduce **wrestling as a sport within the school** curriculum. WPWA urges DCAS to allow the sport into schools, however DCAS advises that it is not possible at this time. Wrestling federations are of the view that this may aid in increasing numbers of wrestlers, increase in funds and increasing the competitiveness within the sport in the Western Cape.

As was raised in the debate at the Cape Town Sport and Peace Conference, offered by the Foundation for Sport, Development and Peace, federations in **outlying rural areas have higher costs** as they need to transport their athletes to the metropolitan area, often with additional accommodation and meals costs as well. There is not enough funding to transport these individuals and it is often an expense to the coach or manager from their own pocket.



Another challenge is the equipment needed to participate, compete and practice. The Wrestling matts are **not easy to transport** and are large in size. Often facilities that are available are too small to fit enough matts for all participants.

#### 4. Lessons of Experience:

The case study on wrestling in the Province show that the wrestling community has valuable experiencing in managing the sport and in showing determination and devotion to the sport. Other than high performance aspects such as coaching the case also shows that the Province has done exceptionally well at piloting and succeeding with development programmes. As can be seen from the case study above on the Olympians club, the concept of development hubs with an established centre provides an excellent model for application elsewhere in the country. The key challenge remains to recruit adequate numbers of high performance and PDI wrestlers to ensure the sustainability and viability of the sport. Sport federations of a small and medium size and with the profile such as that of the Western Cape Wrestling Federations requires ongoing funding support from DCAS and the Western Cape Confederation but also from funders such as Lotto to be able to penetrate the development potential meaningfully. Some specific lessons of experience noted by wrestling participants included:

- Ongoing recruitment of wrestlers and the development of succession strategies for administrators are necessary;
- Female wrestling holds huge potential and requires a devoted plan and recruitment strategy;
- Access to major venues and the hosting of international events are possible but require funding and support;
- Development athletes require dedicated attention and need to be taught very well;
- It is important for wrestlers to feel at home and for the club to function as a unit.
- Transport to the club and tournaments will be an issue but clubs are advised to overcome this challenge by working on solutions;
- Development wrestlers should be involved at all levels.
- Participants to Development Programmes should be taught communication skills and how to win hearts.
- WPWA requires larger numbers in administration as the work needs to be delegated.
- Wrestling HUBS and development of youth is vitally important in the growth of Wrestling in South Africa. The High Performance Centre in Durbanville serving hubs in Fisantekraal, Philadelphia, Klipheuwel and Joostenberg Vlake serves as a good example to other rural communities of how to create hubs such as these where wrestlers are able to compete, interact and learn.

The research report on the future of wrestling at national level (SAWF, 2017) pointed out that female wrestling is regarded as a hugely important area and that in terms of the future growth of the sport, but also in terms of the potential of female wrestlers to excel in high

performance sport, the spotlight should also fall on the promotion of and support for coaching of female wrestlers. The SAWF is encouraged to:

- Ensure representation of women in governance, referee, coaching and mentorship positions;
- Include women participation as high priorities in both the High-Performance Plan as well as the Development Programme.
- Actively support female career pathing in coaching
- Recruit coaches from present and previous core of female wrestlers
- Encourage a network of female coaches to collaborate
- Institute mentorship, internships, funding and exposure abroad for female coaches
- A retention strategy should be facilitated to retain promising female wrestlers from the ages of 15 and 16.

It is also clear that wrestling is highly regarded in terms of its coaching practices. Lessons of experience exist in coaching management for other sport federations to learn from. The National research report on the future of wrestling (SAWF, 2017) points out that:

*It is clear from our assessment that the **coaching discipline** can be regarded as a **strong competitive advantage** in the future development of the sport. Our study confirmed that coaching in wrestling enjoys very strong national and international recognition. The **coaching tradition, experience and knowledge of South African coaches are highly valued** internationally and SA coaches are involved with international training as well as cross training in other sporting disciplines (our research shows this to be a high potential area). The UWW, IOC and SASCOC have a high regard for the coaching expertise in the wrestling community. Our top coaches are highly rated and active internationally and involved in the policy-making of SASCOC concerning training of coaches*

Last, lessons of experience also emanated from the National Study on volunteerism and these findings are of interest as all sport federations are experiencing challenges in this respect. The Report (SAWF, 2017) noted that:

*Where possible, volunteers should be given the opportunities to advance their skills but also improve their employability by consolidating their experiences in respective portfolios as well as by participating in training courses and improving their certifications and qualifications. It is suggested that the Board commissions a specific study to consider how the recruitment of volunteers, the well-being of volunteers as well as the personal development of volunteers can be further improved. Certificates should be issued that acknowledge the work skills levels of volunteers, for example in finance, bookkeeping, communication, governance, administration, and human resources management as these skills will advance the career development of (young) volunteers.*

## Conclusions and recommendations

It is concluded that the case of wrestling in the Western Cape shows that the sport is entering a new era and that wrestling has been placed on a higher profile nationally with new studies and strategies having been adopted. United World Wrestling has also expressed an interest in supporting South Africa Wrestling and has participated in the offering of a local course in Olympic Value Education (OVEP), together with the Western Cape Wrestling federations offered by the Foundation for Sport, Development and Peace in Franschhoek.

Wrestling in the Western Cape holds much potential if it can be managed in a dynamic way, expanding in women's wrestling, increasing its popularity, offering wrestling as a support mechanism to Physical Education (PE) at schools, offering major events and expanding their development programmes. Wrestling and other sport federations should continue to actively monitor and evaluate progress and keep abreast of international trends to advance the sport as well as sport and development efforts.

## 5. References:

Bosse, S (2013). *"Developing Role-Models for the Future"*.

Ican-SA (2015). "Anything is possible, if you put your mind to it" - Johannes Witbooi.

Coalter, F. (2007). *A wider Social role for sport: who's keeping the score?* Routledge: New York.

Cuskelly, G. Hoye, R. Auld, C. (2006). *Working with volunteers in Sport: theory and practice*. Routledge: New York.

De Coning, C. Keim, M. Desai, A. Adom, N and Christians, Y. (2014). *Lessons of Experience for NGOs on the Design of Youth Sport and Development Programmes at schools*. Research Report commissioned by the NIKE/GIZ Alliance. September 2014. Institute for Sport and Development. Franschhoek.

De Coning, C. (2015). *The Case for Sport and Recreation in the Western Cape: Socio-economic benefits of Sport and recreation*. ICESSD, UWC and DCAS, Western Cape Provincial Government. July 2013. (pp411)

Draper, C.E., de Villiers, A., Lambert, E., Fourie, J. Hill, J. Dalais, L. Abrahams, Z., and Steyn, N.P. (2010). Healthkick: A Nutrition and physical activity intervention for primary schools in low-income settings. *BMC Public Health*. Vol. 10. Number 398.

International Network of Wrestling Researchers (2016). *Annual Compilation of Wrestling Research*. Edited by David Curby [davcurb@gmail.com](mailto:davcurb@gmail.com)

Kotze, D (2012). *"The History of the Western Province Wrestling Association since its Inauguration in 1930."* Unpublished Paper.

Linde, B.M (2007), *"Great Moments in Olympic History, Olympic Wrestling"*

Mail and Guardian (2014) Couple wrestle the best out of the Boland's hopefuls

Maralack, D., Keim, M. and de Coning, C. (2014 Unpublished) *"A Development perspective on transformation and sport policy in South Africa"* In *Comparative sport development: Systems, participation and Public Policy*. Cologne Sport University, Cologne. Germany.

Mbalula, F. (2010). IOC, 7th World Forum on Sport, Education & Culture

Republic of South Africa (2011): White Paper on Sport and Recreation (Revised in 2011).

Republic of South Africa (2011): The National Sport and Recreation Act, 1998 (No 110 of 1998) and Amendment Act No 18 of 2007;

Republic of South Africa (2006): South African Institute for Drug Free Sport Act of 1997 (Act no 14 of 1997) and Amendment Act 25 of 2006;

Republic of South Africa (2010): Safety at Sport and Recreation Events Act of 2010 (Act No 2 of 2010)

Republic of South Africa (2011): National Sport and Recreation Act (110/1998): Bidding and Hosting of International Sport and Recreation Events Regulations (Gazette Number 33211 – Regulation 433);

Republic of South Africa (2011): School Sport Mass Participation Policy 2011

Right to Play Final Report Chapter 3: Sport for Children and Youth-  
[http://www.righttoplay.com/International/ourimpact/Documents/Final\\_Report\\_Chapter\\_3.pdf](http://www.righttoplay.com/International/ourimpact/Documents/Final_Report_Chapter_3.pdf)

Sanders, B. (2012). *Can sport tackle inequality in South Africa?* International Platform on Sport and Development. [www.sportanddev.org/?5079/1](http://www.sportanddev.org/?5079/1).

Sanders, B. Phillips, J. Vanreusel B. (2012). Opportunities and challenges facing NGO's using sport as a vehicle for development in post-apartheid South Africa. *Sport, Education and Society* 2012, 1-17.

South African Government. (2001). *The White Paper on Sport and Recreation* (Revised in 2011). The South African Government Printer. Pretoria.

South African Wrestling Federation (SAWF). (2017). Strategic Perspective on the future of Wrestling in South Africa.

South African Wrestling Federation (SAWF) (2014-2016). Strategic Planning for the SAWF. Sakkie Bosse. 2014.

South African Wrestling Federation (SAWF): Constitution (to be reviewed).

South African Wrestling Federation (SAWF) Statistics by Shaun Bartlett

South African Wrestling Federation (SAWF): Business Planning for the Olympian Wrestling Club.

South African Wrestling Federation (SAWF): (2011). "Wrestling, A Sport for Life, A Long Term Participant Development Guide."

Sport and Recreation South Africa (SRSA). (2013). *National Sport and recreation Plan (NSRP)*. Department of Sport and Recreation South Africa. Pretoria, 2013.

Western Cape Provincial Government, (2008), The Western Cape Department of Sport: Rainbow Paper on Sport and Recreation. DCAS. Cape Town.

Website Addresses:

[http://spice4life.co.za/life\\_stories/leading\\_the\\_way/young-wrestler-from-klipheuwel-flies-sa-flag-high-in-egypt/](http://spice4life.co.za/life_stories/leading_the_way/young-wrestler-from-klipheuwel-flies-sa-flag-high-in-egypt/)

<http://wrestling.isport.com/wrestling-guides/the-benefits-of-wrestling-why-you-should-wrestle>

## **CASE 10: CASE STUDY ON PRESENT AND FUTURE TRENDS IN COMPETITIVE GAMING (eSports) IN THE WESTERN CAPE PROVINCE**

**Cian De Coning<sup>39</sup>  
February 2018**

### **Introduction:**

Competitive Gaming, also referred to as “eSports” in South Africa, has been developing at a rapid rate with regards to participation, mega sporting events and the level of competitiveness. eSports has slowly been accepted as a study field. Wagner (2014) states that: “Competitive computer gaming or eSports is a phenomenon that has become a fundamental element in today’s digital youth culture.” This exploratory study showed that a lack of scientific journal articles and other research material existed on the topic in South Africa and the Western Cape specifically.

This Case Study will focus on a brief history of eSports in South Africa and the Western Cape and the institutional profiles of key players in the Competitive Gaming scene in South Africa. The Case Study will then provide an overview of the various platforms where eSports takes place and include a national and provincial profile. The competitive Scene as well as developmental aspects will be considered such as with reference to the Transformation Charter in the Western Cape. This perspective will also include a brief discussion on the positive and negative psycho-socio impacts of eSports. The Case Study will conclude with potential future trends in eSports in the Western Cape and South Africa.

### **Institutional arrangements for eSports in South Africa**

The *Olympic Council of Asia* whom is responsible for introducing eSports to the Asian Games<sup>40</sup> defines eSports as: “Electronic sports commonly known as e-sports, is in its simplest terms the phrase used to describe the playing of video games competitively, the games themselves can vary in nature and include shooting, strategy and sporting games.”

It is evident that there are three institutional dimensions to the eSports world in South Africa. There is a formal sport federation affiliated with SASCOC, namely *MSSA (Mind Sports South Africa)* and an independent league namely the *(VS) Digital Gaming League*, a commercial initiative which involves various investors, Internet Service Provider companies and which is regarded as a prominent “League” in South Africa. The third dimension to eSports in South Africa is the informal and spontaneous organisation of eSports by enthusiasts and gamers, such as locally organised LAN’s. The classification and categorization of this sub-sector of gaming leagues need to be further developed and conceptualized in institutional terms.

---

<sup>39</sup> Cian is currently completing his Masters in International Sport Development and Politics as a full-time student at the German Sport University in Cologne. He is also a part time researcher for the Institute for Sport and Development.

<sup>40</sup> The Asian Games, also known as Asiad, is a Pancontinental multi-sport event held every four years among athletes from all over Asia since 1951.

MSSA by definition: “ ... is an affiliate of the South African Confederation of Sport and Olympic Committee (SASCOC) and recognised by the Department of Sport and Recreation (SRSA) as the national controlling body in terms of the Sport and Recreation Act of 1998 (as amended). The said Act recognises Mind Sports South Africa as the sole authority for its disciplines as a sport and/or as a recreation in the Republic.”

MSSA still only allows FIFA14 (Football) for Console where VS Gaming currently offers FIFA17 (football) on console as well as Rocket League on both desktop and console. Rhythm games go hand in hand with a music game and is very rarely seen in the competitive industry in South Africa and the Western Cape. However, this game can in future be used to increase motor skills and reaction times. Yang (2010) states that: “In a rhythm game, the player hits notes by pressing buttons on an input device. The Goal is to hit notes in time to the music.”

Only MSSA provides OSU on multi-platforms. The final genre included in this case study is that of Fighting games. Fighting games refers to the genre of 1 user versus 1 user, duel game between 2 users. – Stenström (2011). Although fighting games have a great history and were seen as favourites, they have fallen off the demand wagon. In the South African markets MSSA provides Tekken Tag Tournament 2 played on console where VS Gaming provides a single league for one versus one Mortal Kombat XL which is also played on console.

There are also other types of games and genres that have not been included in this Case Study, these may include Racing Games, Card Games etc. We have discovered a league on VS Gaming for Hearthstone which is a one versus one Card game.

### **eSports Platforms**

Currently there are multiple platforms on which eSports takes place. The main categories according to our competitive platforms include PC (Desktop) and Console (which includes Xbox One and PlayStation4). These platforms could be further divided into Genre/Type and Title. Currently there are six genre/types of games that are in the competitive season.

Firstly we have FPS – **First Person Shooter**: As per Elias. H (2009) “The FPS (First Person Shooter) is a more specific videogame sub-genre that came after the “shooters” genre. Shooters are games where the player controls a character or a vehicle to shoot at adversaries, usually they’re known as “shoot’em-ups”. However, it is the focus on the first-person perspective that underlines the FPS in relation to normal shooters. MSSA and VS Gaming League currently offer COD (Call of Duty) Ghosts – which can be played on both PC + Console, CS: GO (Counter Strike Global Offensive) – PC. Furthermore, VS Gaming offers COD (Call of Duty) Infinite Warfare – PC and Console, Battlefield 4 – PC and Overwatch – PC.

Currently CS: GO is the biggest trending game and there are far more teams visible in this league than that of COD or Battlefield. VS Gaming currently has more than 180 teams participating in this league (highest participation in terms of teams on VS Gaming). The second contender is COD with roughly 30 teams participating.

The second genre/type is RTS – **Real Time Strategy Games**. Gemine. Q et al. (2012) defines RTS as “a typical RTS game, players confront each other on a specific map. The map is essentially defined by a combination of terrain configuration and resource fields. Once the game starts, players must simultaneously and continuously acquire resources and build units in order to destroy their opponents. Depending on the technologies they choose to develop,

players gain access to different unit types each with specific attributes and abilities.” Current Competitive Games by MSSA include StarCraft II: Brood Wars on PC and VS Gaming offers StarCraft II: Legacy of the Void also on PC. Thirdly we have AoS which is known as Aeon of Strife (as from MMSA) or the current new description of MOBA which stands for Multiplayer Online Battle Arena. “MOBA can be considered a sub-genre of the RTS, inheriting some of its characteristics. However, instead of focusing on the ability of manoeuvring large amounts of units and building fortresses, a set of actions known as Macro management, MOBAs have a strong focus on Micromanagement which consists in mastering a set of actions and their best use in the control of a small set of units. In MOBA games, this is generally known as mechanics, and players with these fine abilities normally excel in the game.” (See Nascimento Silva. V and Chaimowicz: 2017). MSSA and VS Gaming both provide platforms to play DotA2 and League of Legends on PC.

DotA2 and LoL is recognised nationally and internationally with vast amounts of teams participating in South Africa. This is a highly competitive platform. VS Gaming currently has roughly 160 teams participating for DotA2 and 55 teams for LoL.

#### **Brief history of MSSA:**

MSSA was formed by their constitution on 14 December 1985 but only became a member of the NOCSA in 1990. In 1991 MSSA became affiliated to COSAS and in 2005 the formerly known South African Wargames Union (SAWU) changed to their current name of Mind Sports South Africa. The MSSA<sup>41</sup> is responsible for the good governance and promotion of Board games (such as Backgammon, Diplomacy, Checkers, Draughts, Morabaraba, etc.), eSports (whether they are played on ‘cell phones, Sony® PSP’s, personal computers or similar), and Historical figure games (also known as wargames). The General Secretary of the MSSA noted that:

*“Mind Sports South Africa (MSSA) offers Board Games, eSports and Wargames. The eSports discipline within Mind Sports South Africa is without doubt one of the fastest growing sports world-wide. The MSSA has sent eSports teams with full Protea Colours to international events since 2005. Many members of the national teams have been scholars, and all have benefited from their involvement in the national Protea eSports Team. “*

(Interview and email correspondence with Colin Webster (General Secretary of MSSA), 30 December 2017 to 19 January 2018).

---

<sup>41</sup> Committee members include: President - Morizane Boyes, Vice- Presidents - James Evans, Sheraaz Nunnian, Adele Janse van Rensburg, General Secretary – Colin Webster, Women’s Desk – Blair Hamberger, Board Gaming – Joseph Matlhong, Card Gaming – Paula Loftus, Computer Gaming – Ryan Boyes, Wargaming – vacant, National Schools Director – Tyrone Green, Legal Advisor – Carl Holliday, Disabled Gamer’s Representative – Twane Tollemache, Player’s Representative – Jason Batzofin.



The games selected to be played may change from year-to-year. For 2017 the games were:

Period/genre	Title	Platform	Players
FPS	CS GO	PC	5 v 5
	Battlefield 1	PC	8 v 8
Sport	FIFA '17	Console	1 v 1
	PES 2017	Console	1 v 1
RTS	StarCraft II	PC	1 v 1
AOS	Dota 2	PC	5 v 5
	League of Legends	PC	5 v 5
	VainGlory	Tablet/cell	3 v 3
Fighting	Tekken Tag Tournament 2	Console	1 v 1
	Street Fighter V	Console	1 v 1
	Mortal Kombat X	Console	1 v 1
Card	HearthStone	Various	1 v 1

MSSA runs the following events:

Type of event	Level	Eligibility
School Championships	Provincial LAN	Any gamer who attends a school affiliated to the MSSA
	National LAN	Any gamer who attends a school affiliated to the MSSA
	Inter-school league LAN	Schools that are affiliated to the MSSA
Regional Championships	Regional LAN	Any gamer who is registered with an affiliated member club
Provincial Championships	Provincial LAN	Any gamer who is registered with an affiliated member club
	Provincial Championships	Online Any gamer who is registered with an affiliated member club
	Provincial	Online Any gamer who is registered with an

	League	affiliated member club
National Championships	National LAN	Any gamer who is registered with an affiliated member club
National Team Trials	LAN	By invitation only as per the Regulations. Only official MSSA events count as qualifying events

MSSA prepares its Calendar of Championships six months prior to each year end.

VS Gaming, that was formerly known as the Digital Gaming League or DGL (Do-Gaming League) by definition: “... is South Africa’s largest independent gaming brand and the leading platform for online gaming in Africa. Since 2008 they have been devoted to providing regular tournaments and ladders across all major gaming titles and skill levels. They are just as passionate about virtual sports as the gamers.” (<https://www.vsgaming.co.za/>)

Furthermore, VS Gaming has stated that “As one of the fastest growing digital networks in Africa, they are here to take local gaming to the next level by providing improved spectators access, increased awareness, education and a fun, social and rewarding environment for both professionals and casual gaming enthusiasts.” (<https://www.vsgaming.co.za/>)

Johann von Backstrom<sup>42</sup> said that there was always a steady growth in participants with regards to the VS Gaming League. A major milestone what Johann regards as the “Carte Blanch” is when the eSports announcement in 2016 announced that the “Master’s League” prize pool will be R1 Million, bringing ESL<sup>43</sup> to South Africa.

### Early history of eSports in the Western Cape

The earliest informal LAN’s<sup>44</sup> in the Western Cape were hosted by “Carnage LAN” around January of 2006. It was often a monthly occurrence and was hosted at the Proteaville Recreation Centre. Compared to the modern LAN’s, the Carnage LAN had a small scale. The event hosted 190 lanners and would not often sell out. The administrators would often host

<sup>42</sup> Currently the COO of VS Gaming, Johann is an online-gamer who played competitively and discovered the need for online leagues as all competitions were LAN based. He then founded AGASA (2005) which grew to today’s national VS Gaming League.

<sup>43</sup> ESL is the “Electronic Sports League” which is internationally known and started in the year 2000. ESL is the successor of Deutsche Clanliga. - <https://www.eslgaming.com/>

<sup>44</sup> “A LAN is a data communication system allowing a number of independent devices to communicate directly with each other, within a moderately sized geographical area over a physical communication channel of moderate data rate.” – Institute of Electrical and Electronics Engineers

small tournaments such as Quake 3 1 v1, Counter-Strike Source 5v5 for either hardware prizes or cash prizes. Entrance for these LAN's were R80.

This may be seen as one of the foundations of major LAN events in the Western Cape. Following Carnage, the popular "Organised Chaos" LAN became the new trend. This too started on a small-scale hosting about 200 lanners and later grew to a major event sometimes hosting up to 1500 or more lanners. Most of their events occurred at the Bellville Velodrome. There were multiple tournaments hosted at this event which included DotA, Counter Strike, Call of Duty, Starcraft etc. What made OC so popular was the daily prizes (give away) depending on the seat number, often resulting in a new-found hardware such as a 1TB hard drive or a new mouse and even a processor or graphics card. Furthermore, the prize pool with regards to tournaments was more than sufficient with generally the top 3 teams in various disciplines walking away with prizes. The Gamers Anonymous Clan LAN (GAC LAN) takes place once every two months and is one of the newer events which started in 2010. GAC also hosts various tournaments with great prize pools and a unique Internet Connection allowing gamers to play online.

### **Profile of eSports in the Western Cape**

Together with Gauteng and Bloemfontein, the Western Cape is one of the most active Provinces in the eSports world in South Africa with a rich history of competitive gaming events hosted such as that of the Bellville Velodrome Organised Chaos. Competitive teams have been competing in the annual National League of VS Gaming League since 2007. The number of Western Cape and nationally registered participants with both MSSA as well as the Digital Gaming League is not known, despite requests for this information. More so than with sport types that are not oriented towards modern ICT technology, one would expect that the number of registered players in eSports world are easily obtainable, but this has proven not to be the case.

It is important that all sport, recreation and gaming organisations affiliate to the statutory structures to ensure the promotion and regulation of the different sporting Codes in South Africa. Although eSports is largely organised at the national level (only), such as with SASCOC, and even though it is recognized that the governance and management of eSport as a sport may be very different from other sport types, it is expected that eSports will also have to respond to the transformation charter as eSport participants with disadvantaged backgrounds find themselves geographically in the Western Province, and with funding from DCAS available should they be able to organise eSports at a provincial and district level in future. There is thus an obligation on national organisations such as the MSSA and the VS Gaming League to promote club and organisational development at lower levels, such as in provinces in order for their members to benefit from funding available for capacity building as well as development programmes. Various NGOs are active in this field.

**Currently MSSA has 17 registered clubs from the Western Cape. In total there are 89 registered clubs at MSSA, making the Western Cape roughly 19% of the total population.** As Western Cape is regarded as one of the three highest participated Provinces it is evident that a bigger effort in registering clubs/teams need to be made in the Western Cape.

<b>Western Cape</b>			
<b>#</b>	<b>Name</b>	<b>Year of 1st affiliation</b>	<b>Competitors</b>
1	BaD Gaming. Esports	17	7
2	Camps Bay High School	14	6
3	Cape Town Mind Sports Club	17	12
4	Cedar House School	17	4
5	DF Malan	16	6
6	Fairmont High School	14	14
7	Fish Hoek High School	14	5
8	Heathfield High School	16	0
9	IntenSity E-Sports*	17	3
10	Knights Mind Sports Club*	1	7
11	Oakhill	15	16
12	Parklands College	15	42
13	Protea Heights Academy	16	11
14	Rondebosch Boys High School	15	16
15	Team PlayBell	17	3
16	VexxedPhoenix*	16	7
17	We Are Legion	17	17
<b>TOTAL COMPETITORS REGISTERED</b>			<b>176</b>

\* Clubs not based in Western Cape, but having competitors in the Western Cape.

MSSA currently has a total of 89 clubs affiliated

Of the total 89 clubs affiliated with MSSA, currently there are 6 558 registered MSSA players country-wide. As seen above of which only 176 is in the Western Cape<sup>45</sup>.

In an interview with Johann von Backstrom, VS Gaming League has approximately 10 000 registered participants. The highest participating Provinces are distributed between Gauteng (Pretoria, Centurion and Johannesburg), Western Cape and Free State. It was found that more than 50% of participants are from the Gauteng Province and approximately 25% from the Western Cape.

<sup>45</sup> It is recommended that both MSSA and the Digital Gaming League state the number of registered players in their Annual Reports as well as on their websites as all other sport and gaming organisations do (as they register with SASCO).

The above-mentioned percentages indicate that there is a small percentage of players in the Western Cape that is active within the VS Gaming League compared to that of registered affiliate competitors at MSSA.

### **Development:**

Development is currently an underlying issue not only just in the Western Cape but also nationally. MSSA currently have key tackle topics within their Action Plan. Firstly, they identify that growth within the community at school level is important. The action plan states: “that the growth of any game is utterly dependant on the promotion of the game at school level. Sports that are not part of the official school curriculum never grow and often remain as “Cinderella’ sports”. Since the MSSA is a recognised National Federation, the MSSA has a direct link into any/all schools in South Africa.

Secondly, MSSA identifies the need of international opportunity and exposure of South African Players to that of the best players in the world. “Over the past number of years South Africa has not performed well in international competitive championships in eSports, one of the most important of such reasons is the lack of suitable championships that offer a high level of competitiveness and that offer the average South African gamer with suitable top-of-the-ling competition.

MSSA promotes the enhancement of eSports within the sporting community by awarding national colours for eSports since 2005 and producing one world champion. This process creates role-models in the South African gaming community.

It must be mentioned that Social Gamers play a very important role in the eSports community. Social Gamers may not participate or enter the competitions however they become spectators at competitive events. The mass numbers of spectators aids to media coverage which increases the visibility of eSports in all its facets. Media coverage and mass numbers leads to increased participation as well as increase in funding for events.

VS Gaming has stated that they have been very involved with the development as well as providing equal opportunity in the competitive gaming world as far down as the WC. They have assisted players traveling from abroad Gauteng to compete and the annual championship in Johannesburg. Furthermore, development has been close to the VS Gaming team personally and since inception efforts would be made to promote the Sport in terms of a FIFA road trip starting in Cape Town, following through to Port Elizabeth, Durban and then the final being hosted in Johannesburg and Pretoria. The FIFA road trip championship was hosted at local shopping centres in the various cities.

In terms of the Transformation Charter and available funding from DCAS in terms of the Tri-Lateral process (see the Case for Sport research, 2015) it is important that eSports participants that may find themselves in historically disadvantaged areas, have access to funds for development programmes as well as access to training and workshops as offered as part of capacity building to all 124 sport federations in the Western Cape. Although eSports operate virtually, it will be increasingly important to register and facilitate actual club and federations structures with a geo-political basis (as required by SASCOC) also to improve the

organisation and development support as well as capacity building support to eSport participants in future.

### **Brief perspective on psycho-socio behaviour associated with eSports**

In an interview with Luca “Robohobo” Tucconi who is the founder of *Orena*, it was clear that there are both positive and negative influence of both casual and competitive gaming. Luca has been involved in gaming for more than a decade. He started as any gamer did, found the competitive scene appealing and was stuck from then on out. Luca played in the Premier Division from early competitive days and later decided to pursue a career within the Competitive Gaming field and found *Orena*. *Orena* strives “to provide Africans with an additional platform to play games at a professional level while contributing to the growth of the local gaming industry as a whole”. This is mostly done by hosting both national and international events.

Luca stated firstly that anyone can build an addiction to gaming. In addition to this addiction, gamers are often stagnant while playing games and this could result in negative effects such as weight gain. Furthermore, he brought to light other unhealthy facets which included factors which influence everyday life as a scholar, student, young adult and adult. He says that gaming can influence the amount of work that you can complete in one day or the delay in deliverables, it can affect the time and effort that you put into your studies (choosing not to finish your work to the best of your ability) in order to have more time to game.

The positive influences of a general gamer or social gamer would include an increase in communication skills with friends and within a team, broadening your network of friends, relationships and the community of the game you are playing, building and understanding strategies as well as how to multi task and increase hand to eye co-ordination. Gamers argue that eSports are highly interactive, also face-to-face at events, but critics argue that excessive gaming amongst school children may lead to a lack of normal social relationships and social environments, further research on these aspects are necessary.

In addition to the above, other socio-psychological influences can also be impacted positively by competitive gamers. Luca says that very importantly gamers “learn how to lose”. He says that just as any sport, professionally athletes have extreme highs and lows, and these influence their performances. When you win you are at an extreme high and when lose you can hit the low. He says gaming can teach us how to lose, at any age, furthermore it teaches gamers “how to fail and try again”. This is an aspect that is important in life he says. It is important to go back, look what went wrong and try build strategies around it and overcome it, such as many things in life. Competitive gaming also teaches us “how to win”, to enjoy the winning of a tournament or league but not to be boastful. Luca includes perseverance and mental strength as positive influences, as often gamers need to play many consecutive hours at tournaments, thus fatiguing your mental capabilities. Lastly, and very importantly, Luca states that the competitive gaming platform creates a “safe space” with regards to the team and social dynamic, which is a good environment for the gamer, as the gamer spends many hours with a team they learn to know which excludes bullying or abuse of any kind.

**Future Trends:**

Competitive gaming in South Africa has showed continued growth. What the community does in the next 5 years from 2018 will have a major impact with regards to the competitive level and exposure for eSports. Currently the aim of the events such as Orena, is scaling the event sizes to that of Europe, as current events are not able to fill 20 000 participants. Although scaling is an objective, the quality of content is also taken into consideration. The quality of production will be a focus, so that the entertainment level can increase to a larger demographic and not only for a single type of audience. Currently the skill level at local level is extremely entertaining and merits international standards as the Bravado Counter Strike team travelling to Paris in 2016.

A current focus with regards to local gaming is currently on two main platforms. This includes the Counter Strike (Global Offensive) and DotA2. The gamers community is looking to compete at a high standard at European level in the next two to three years and if done so continuously, the gamers could see a huge improvement with regards to funding in five years (2022). This closely relates to the international expectations as there has been much speculation about providing an eSports platform at the Tokyo 2020 Olympics. A foretaste of this has been the show casing of a top international gaming event two days before the Opening Ceremony (7 February 2018) of the Winter Olympic Games in PyeongChang in anticipation of the possible inclusion of eSports in future by the International Olympic Committee.

eSports has a bright and exciting future within the Western Cape as well as in South Africa. There are many dedicated communities involved in the growth of eSports both locally and nationally. The increased awareness and participation of competitive gaming will assist the sport platform moving forward. MSSA needs to stress the importance of registering clubs with the federation to aid their movement. The current international attention on eSports world-wide is gaining and will assist and boost the well-being of the sport in South Africa. A major milestone to gain further recognition will be the inclusion of eSports as an Olympic Sport at the 2020 Tokyo Games.

**References:**

De Coning. C. B (2015) *The Case for Sport in the Western Cape: Socio-economic benefits and impacts of sport and recreation*.

Elias. H (2009) *First Person Shooter – The Subjective Cyberspace*, LabCom Books

Quentin Gemine, Firas Safadi, Raphael Fonteneau and Damien Ernst (2012) *Imitative Learning for Real-Time Strategy Games*.

Stenström, C D. (2011). *Fighting Genre Design Guidelines*, Interaction Design, Department of Applied IT Chalmers University of Technology.

Victor do Nascimento Silva and Luiz Chaimowicz (May 2017) *MOBA: a New Arena for Game AI*

Yang, L. (2010). *Modelling Player Performance In Rhythm Games*, Square-Enix Research Centre

**List of Interviews:**

- Online interview with Luca Tucconi – 08 January 2018
- Online interview with Johann von Backstrom – 23 January 2018
- Interview and email correspondence with Colin Webster (General Secretary of MSSA), 30 December 2017 to 19 January 2018.

**Websites:**

<http://gaclan.co.za/>

<http://mindsportsa.co.za/#> : “About Mind Sports South Africa (MSSA)”

<http://www.ocasia.org/Sports/SportsT.aspx?AMPuohtNGyxFinVzElKang>

<https://www.vsgaming.co.za/>

<https://www.wired.com/story/esports-pyeongchang-olympics/>

**Glossary of Terms:**

COSAS – Congress of South African Students

DGL – DoGaming League

ESL – Electronic Sport League

ICT – Information and Communications Technology

MSSA – Mind Sports South Africa

NOCSA – National Olympic Committee of South Africa

SASCOC – South African Confederation of Sport and Olympic Committee

SAWU – South African Wargames Union

SOE – State Owned Enterprise

SRSA – Sports Recreation South Africa

VS – Virtual Sports

End of Case study



## **CASE 11: CASE STUDY: HOW TO MEASURE DEVELOPMENT & TRANSFORMATION AT THE SOUTHERN CAPE GOLF UNION**

Johan Erasmus

### **Introduction**

Development and transformation in Golf in general can be a very difficult concept to grasp, especially if one considers that the sport is seen by Joe Public as being elitist and only accessible to a select few. The fact that you need a specialized and specific “place” to practice the sport which in most cases is also situated on the other side of the railway track is in itself a big stumbling block knowing that the bottom 50 – 60% of the general SA population is longing for a home to call their own and in most cases these well - groomed oases is the exact spot where these homes could be built.

If you only look at the above facts then one can start to appreciate the magnitude of developing and transforming this beautiful game to be an important vehicle to building our nation.

What would constitute the development and transformation of the game?

Is it introducing previously disadvantaged children to golf and giving them an opportunity they have never had before? Is it producing a world class golfer from a previously disadvantaged background, or Is it breaking down the stigma that surrounds the game and making it more “New South African” friendly by creating an environment at clubs where everybody feels welcome?

### **Background:**

In 1999 all the stakeholders in the golfing environment came together to plot the way forward for golf in the “New” SA. It is important to know that as with most sports, golf had an amateur side (South African Golf Association) run by volunteers and its main focus was to look after the amateur golfer playing out of the local golf club. This included Junior’s, Women and Men golfers. On the flip side of the coin was the professional arm known as the Sunshine Tour that looked after the  $\pm$  top 10 – 15% of golfers that made a living from the sport.

With the changing of the political landscape and the impact it had on correcting the imbalances of the past on all spheres of society, golf like every other sport in SA had to follow suit in changing the face of its sport.

This was first to be implemented on amateur level before it would feed through to the professional ranks. With this in mind the amateur arm SAGA (South African Golf Association) the custodian of golf in SA proclaimed that, although they were all for developing and transforming the game to include all South Africans irrespective of race or creed, they would not be able as a volunteers to run the organization to develop and implement a sustainable program that would meet the needs that government wanted to see in the development of all sports, being a reflection of the demographics of the country as a whole. Bearing this in

mind SAGA approached Mr. Johan Rupert to assist in forming the South African Golf Development Board (SAGDB).

This body was to be the development vehicle for creating a platform for school-going children from PDI communities between the ages of 10 – 18 years to be included in this sport which had previously been seen to be reserved for a special few. The SAGDB would work under the auspices of SAGA within the existing unions affiliated to the SAGA. The SAGDB would help SAGA and its Unions to meet their goals in creating a broad base of players at a grassroots level to enter the game, and eventually filter through to junior competitive golf, and from there to the Senior, Men's or Ladies Divisions.

### **The Southern Cape SAGDB Most Successful Story : From a Shank to a Champ**

The SC SAGDB started and was opened in July 2003, a few weeks before the Presidents Cup was due to be hosted at Fancourt in George. After working through a few coaches we found the right fit when Joseph Booysen became the Development Coach in George in 2005. We immediately saw the program growing in leaps and bounds. Joseph is very passionate about the game and was always practicing and working on improving his own game in order to give his very best to the children in the program. During one of these practice sessions, very close to his home on a piece of open field, he met Franklin Manchest, a 5 year old boy who wanted so badly to learn how to play golf. He would constantly bother Joseph at his practice sessions, to teach him to play golf, and would even come to his home.

As our entry level age at that stage was 9 – 10 years (we also only had clubs available from that age onward) Joseph told him he could collect the golf balls when he practiced and when he was a little older he could join the program. Being a very lively and energetic little boy, this was not the right answer for him, and he continued to be at Joseph's practice session every day for 3 – 4 weeks. One day Joseph shanked a shot and accidentally hit Franklin with the ball. To stop him from crying Joseph gave him a golf club, and so the SC SAGDB's most successful player started his journey in playing golf.

### **The Long Road to becoming a Golfer**

Beginners would start at their local school hitting balls on the sports field and being taught the basics of the game. Golf is a very complex sport, and usually takes anywhere from 12 – 16 weeks for players to master. Franklin, although being the youngest in his group at only 5 years old in a group of 12 players all between the ages of 10 -14 years progressed through level 1 in the prescribed 12 weeks and moved on to level 2.

At this stage he started to play 9 holes at the shortened golf course (Mashie Course) once a week while still getting coaching at his local school sports field, from where he quickly progressed to playing at George Golf Club twice a week. At the age of 8 years old he became a Member at the George Golf Club as part of the SC SAGDB and the George Golf Club partnership through our combined Development Program.

At the age of 10, seven years after accidentally starting to play the game, Franklin made the Southern Cape U/12 Provincial Team on merit. From here Franklin made every Junior Provincial age group team (U12, U13, U14, U15, U17, & U19). In 2015 at the age of 17 he made the SC Men's Inter Provincial Team. Having been discovered by Joseph and coached to his first Provincial Tournament he was then offered an opportunity to attend Kenako Golf and Sport Academy in George. This also included him attending their Private Schooling (Cambridge) with international recognition whilst continuing his golf tuition. During this time he also remained in the SC SAGDB Program being part of the SAGDB National Squad (top 35 players from all 14 SAGDB Provincial Chapters). Today Franklin is part of the Golf RSA National Squad and is looking at pursuing a career in Golf either as a player or as a Teaching Professional.

### **Rate of Success**

We have had in the region of 300 – 600 children who have been through the SC SAGDB Program since 2003, and although we have every year players in the various junior age group Provincial Teams, Franklin is the only player that has really excelled at the game even up to Senior Men's Provincial Level.

This rate of success is further influenced by the fact that to make it in the sport, it takes a lot of dedication and practice from the players. Players need to put in extra work over and above their normal practice sessions of playing 9 holes twice a week and at least two 18 hole practice sessions per month. This is over and above the Southern Cape Junior Golf Tournament that is played once a month on a Sunday at a different golf course throughout the Southern Cape.

If you take into consideration that a round of 9 holes takes 2h15 minutes to complete and 18 hole competition round can take on average 4h30 minutes to complete, this leaves the players with not a lot of time for other extra mural activities or even just time with friends.

A lot of the very talented players reach their respective Provincial Team Level at their age group on merit and then don't go any further, or leave the program as they develop other interests (friends, girls, etc.). This basically means that after spending 3 – 4 years of coaching, effort and money on these players, they just leave without reaching their full potential in the sport.

When the players get to the Level where they would start playing in the Southern Cape Junior Provincial Monthly Tournaments we have already looked at a "Success Pathway" for them to eventually reach the top in the game at Amateur Level. This will include making sure they play extra tournaments, assisting them in having the best equipment available within our modest regional development budget and in general just making sure that these players have all the extra support to succeed. However, when we are faced with these players suddenly leaving

the program it plays havoc on our planning and has a big influence on the success we as a Development Province will achieve.

### **Progression Rate of players**

If you consider that in the case of our best player coming through the SC SAGDB Program, taking 5 years from a grassroots beginner to making his first Junior Provincial Team at the age of 10, to making his Men's Inter Provincial Tournament debut at the age of 17. One must remember that this relates to 12 years of hard work before we can really see any significant results. This is very different to for instance, a sport such as rugby where a player can progress to Provincial selection in 2 – 3 years. Rugby also requires less practice time and is performed in a group rather than individually. Even if we look at the professional ranks where quite a lot of aspiring young PRO's leave the game after a few years to find a "normal job". It further reiterates how long it takes to reach or stay on the pathway of success.

Along this road there are also a lot of distractions and frustrations for a player to reach their full potential. One must also remember that even after putting in all the hours and being very dedicated, you might still not be able to reach the ultimate goal of becoming a Master at the game which in itself can be a very daunting mountain to face.

### **Conclusion**

I believe that although any kind of performance whether it be business or sport, is measured by who achieves the best performance in that specific discipline; we should look at the level of achievement in a sport such as golf in a totally different way.

It is my belief that our most important tool or indication of whether we were able to transform and achieve a desirable level of development, is to look at how the sport at recreational level looked (golf clubs) pre the development era and what the landscape looks like today.

Our aim should be to influence the "other" 400 or so children that came through our program in such a way that they will come to love the game and above all else, will one day, want to become normal members at their local club. Should we be able to achieve this, then we will have conquered the challenge to transform and develop the game of golf. Are we where we should be in terms of integration at club level after 17 years of the SAGDB programs in Golf Unions? I believe not.

The golfing fraternity still needs to do a lot more to create an environment where people of all races, creeds and sex will feel comfortable to enjoy all this beautiful game has to offer. One of the first challenges is that the sport is still one of the most expensive recreational sports to take part in. If we consider the unemployment rate in our country and the fact that the cost of living is not coming down, then finding money for Golf after covering the basic

living expenses for a family - an average young adult might have to think twice before joining a golf club.

This is where the challenge begins for the golfing fraternity in South Africa, to create ways and means to make Golf and Golf Clubs more accessible to everyone. Unfortunately the biggest stumbling block is financial. High cost of memberships, golf rounds, equipment and apparel. (Although one should not lose sight of the fact that to run a successful Golf Club the costs of keeping a course in top notch condition where one would like to play are extensive.)

People mostly join golf clubs to belong to an exclusive and special “community” and whilst this is not true of all clubs, they can sometimes be reluctant to let other people into this community or family. If we can create an environment at the Golf clubs that people want to join and be part of then the financial constraint might even be less of a factor to consider and will truly change the face of the sport.

When we look at the Development factors 1) Rate of success, and 2) Progression Rate of players does it not make more sense to put more effort into Transforming and Developing the Game by changing the “Face” of Golf Clubs to best reflect the demographics of this beautiful country of ours rather than to look at creating a professional pathway to success for the 1 or 2 players that might make it to the Top Brass of the Sport.

This surely is the way to grow the game but most importantly the way to build our Nation.

Johan Erasmus

SAGDB Manager Southern Cape

Southern Cape Development & Transformation Manager

## **CASE 12: SOCIO-ECONOMIC BENEFITS OF SPORT AND THE CASE OF RACING PIGEONS IN THE WESTERN CAPE PROVINCE (2015).**

Christo de Coning<sup>46</sup>

### ***Executive summary***

*It was found that the racing pigeon sport contributes significantly to economic growth in the Province as a small sporting type and has a relatively high financial and economic value per person. Our research shows that pigeon fanciers have developed high levels of social capital with very high interaction and communication profiles. The sport of racing pigeons is regarded as a good example of a sport that has a significant cultural history and heritage as well as a history of strong social relationships, also within families, in the Province. Pigeon fanciers are using advanced technology, such as real-time on-line racing events, results, mailing lists and auctions although scientific research in many other areas are lacking.*

*The Western Cape had 1662 registered fanciers in June 2013, the largest in South Africa, with some 4800 estimated registered fanciers country-wide. A racing pigeon club can be found in just about every town in the Province and more than 100 clubs exist with an average membership of 17 fanciers that is geographically spread over some 64 municipal areas or towns in the Western Cape. The racing pigeon community spends more than R65m annually and has an asset base of more than R100m.*

*This sporting type also has a lot of potential regarding youth-at-risk development programmes, and some youth clubs are active in the Province although this profile can be at a much higher level. Compared to other sporting codes limited training and education courses, conferences or capacity building workshops exist. The racing pigeon sport has experienced an increased international and domestic flow of funds as well as the potential to stimulate related services and industries. Government support to this sport can much improve by formally recognizing the sport, by providing technical advice, by providing enabling provincial and local government legislation and regulation regarding the setting of standards and approval of lofts and related facilities, as well as financially supporting club development, transformation and support programmes for youth clubs. This case explores a number of areas where significant potential exist to increase socio-economic benefits and pertinent recommendations are made in this respect.*

---

<sup>46</sup> Principal researcher for the Case for Sport Research at UWC & the Department of Cultural Affairs and Sport (DCAS), Western Cape Provincial Government. Professor Extraordinaire at the University of the Western Cape (Faculty for Community and Health Sciences and ICESD) and Professor Extraordinaire, School for Public Leadership, University of Stellenbosch. With reference to this case study the researcher would like to acknowledge and thank the following fanciers and officials for their advice: Mr Fred Volschenk, Chairperson WKDU, Mr Paul De Wet, SANPO member, Mr Martin van Staden, Chairman, NRHU, Mr Celestine Donough (fancier and ICT Expert), Mrs Irma Klue Engelbrecht (Secretary, NRHU), Mr Piet Klue (Pigeon Legend and Expert Fancier), Mr Leon Venter (Fancier), Mr Jan Malan (Fancier, Pretoria) and Mr Robert Swanepoel, professional breeder and Benzing representative.

## Introduction and background

This case has been commissioned as one of some 15 case studies that have been developed on request, by volunteers, on the socio-economic benefits of sport in the Western Cape and as part of the Research Project: *Case for Sport in the Western Cape: The Socio-economic benefits of Sport and Recreation* that has been undertaken by the *Interdisciplinary Centre of Excellence for Sport Science and Development (ICESSD)* as well as the *Department of Cultural Affairs and Sport (DCAS)* of the *Western Cape Provincial Government*. A number of sport and recreation types with relatively low participant rates but with high impact, such as racing pigeons, golf and chess, drew the attention for the particular socio-economic value that is evident. Other cases include Amandla Edu Football, the Dreamfields Project, Kicking for Peace, the Football Foundation, Chess in the Western Cape, Government's MOD Centres, club development in Netball and others.

The racing pigeon sport has grown into a scientifically advanced and complex form of sport and has become a global economic interest with South Africa and the Western Cape Province as prominent players. The Western Cape Province has the majority of pigeon fanciers in the country and are actively involved and perform very well in National and international competition, such as the South African Million Dollar Pigeon Race (SAM DPR) event (previously known as the Sun City Million Dollar Race) that is widely accepted as the Olympics of pigeon racing. The sport has gone through a digital revolution and is well placed to take advantage of rapidly growing markets in especially the East with countries such as China and Taiwan expanding rapidly. PIPA, a racing pigeon site, is one of the top three most visited sport websites world-wide. The trading of stock birds has become a multi-billion industry internationally and has been one of Belgium's top ten exporting products. South Africa is regarded as one of the top 10 pigeon countries in the world and in the top 5 in terms of performance in the SAM DPR. In discussion with some experts it is clear that South Africa is also one of the leading countries in terms of developing new products, including software programmes for online racing. Internet connectivity with the East is significant and the racing pigeon sport interactivity has been growing rapidly, also between SA and China and the Arabic and Moslem world. The Western Cape has much potential and is well placed to increase social-cultural and economic networks in this respect and to develop substantial exports and other economic interests in future. Various obstacles exist that require a more enabling environment.

As a domesticated bird, the use of pigeons in sending messages goes back to 2000 BC. Jim Jenner (2005) reported that some 1000 varieties of the Rock Dove, *Columba Livia* make up today's racing pigeon family and that these originated from ancient man living with these birds in caves around the Mediterranean and subsequently was extensively domesticated in the Middle East, Asia and Europe. Interestingly, Jenner also reports that the studies of Harvard Professor Ken Dial over a 20 year period proved that the modern day racing pigeon is the fastest flying bird of all times. According to Professor Dial no bird, in fact no creature on earth, can match the speed and endurance of modern racing pigeons (Jim Jenner. Speech at House of Commons Dinner, 12 November 2005). This case does not attempt to provide a

historical perspective on the racing pigeon or the sport as detailed accounts of ancient and modern day use exist, see Van den Hoek, van Grambergen and Hermans. 1983:10-75).

South Africa is regarded as one of the top racing pigeon countries in the world, having produced its own strain called the Putteries and Slimmes (see Read, 2013 and Kippen, 1961) and having hosted the world's largest One Loft Race, namely the Sun City Million Dollar Race for 17 years. Although the total number of fanciers have been on the decline over the last 30 years, also because of a large base since the 1950's and 1960's when the sport was very popular, especially amongst the working class in Europe. Contemporary trends show that the sport has become more competitive with larger numbers of partnerships, commercial interests and an improvement in the quality of birds as well as more scientifically based breeding, racing and health care. This case study provides a background profile of the racing pigeon sport in the Western Cape followed by a brief discussion of socio-economic benefits and the position of the Province in the above context.

### **3. Profile of the racing pigeon sport in the Western Cape**

Unheard of by many people in society, it is also the daily experience of others and a very demanding and competitive sport. This sport concerns the breeding, training and racing of pigeons over various distances that are flown in the Western Cape from June to October each year. Fanciers normally have lofts at home and some fanciers or 'partners' fly and share lofts together. Two main types of races take place. Races are either organized on a weekly basis over weekends by the respective clubs, federations or unions in which case fanciers fly their pigeons from a common release point to their homes where transport is arranged with specialized trucks, or fanciers participate in so-called one-loft races, where fanciers send their young birds to a single loft where it is then trained and raced by professional trainers under similar conditions. Both these types of races are prominent in the Western Cape.

**The Western Cape had 1662 registered fanciers in June 2013, the largest in South Africa, with some 4800 estimated registered fanciers country-wide. A racing pigeon club can be found in just about every town in the Province and more than 100 clubs exist with an average membership of 17 fanciers that are geographically spread over 64 municipal areas or towns in the Western Cape. The racing pigeon community spends more than R65m annually and has an asset base of more than R100m (see below).**

In the Western Cape<sup>47</sup> it is estimated that 10% of fanciers are not registered at a club. Unregistered members cannot compete and has to sign a register when buying rings. According to reports received at the Worcester Workshop on 18 May 2013, these records are well kept.

---

<sup>47</sup> Based on the proportion of visits by unregistered fanciers to two of the major Pet shops in the Western Cape. This concerns 1 unregistered fancier out of every 10 registered fanciers entering the door.



**Number of Western Cape Fanciers: WKDU Affiliated bodies in the Western Cape:**

Regional structures	No. of registered members
Western Cape Pigeon Transport Association (WCPTA)	455
North Boland Homing Union (NBHU <sup>48</sup> )	155
Wes Boland Unie (WBU)	119
Overberg Posduif Unie (OPU)	85
Wynland Duiwe Unie	88

**Number of Western Cape Fanciers: Independent bodies (not registered with the WKDU):**

Regional Body	Number of fanciers
Federated Board of Homing Unions (FB)	520
Southern Cape & Garden Route Union (SKDU)	150
Maskam	46
Independent:	16 + 28
<b>TOTALS:</b>	<b>1662</b>
Estimated number of unregistered fanciers 166	
Estimated number of fanciers, registered and unregistered 1828	

The geographical spread also leads to unavoidable fragmentation of clubs and regional structures as fanciers need to fly with other structures in the same area, even across provincial boundaries, to make functional sense. The racing pigeon organizations consist of a number of large Unions that are affiliated to the WKDU whilst others are independent. This issue will be discussed below. The Western Cape thus has 12 Unions and the Transport Association, with 3 independent clubs that are not affiliated to these. The total number of clubs, geographically based, exceeds 100, excluding affiliated federations. By way of example, North Road Homing Union (NRHU) includes a West and East Federation each with its affiliated clubs.

**RACING PIGEON ORGANIZATIONS IN THE WESTERN CAPE PROVINCE****Wes-Kaap Posduif Unie (WKDU) Affiliated bodies in the Western Cape:**

Regional structures	Affiliated bodies
Western Cape Pigeon Transport	NRHU, Western Province, South Peninsula, Wynberg, Boland Duiwe Unie, Atlantis Mamre/ Pella, Malmesbury/ Abbotsdale MDU not in WBU.

<sup>48</sup> In the Western Cape the South Peninsula Homing Union has been established in 1962 (see Hill: 2012: 26), the NRHU in 1936 and the Federated Board in 1959. Good documentary information on these and other structures preceding these are not readily available and a specific effort should be made to record also the early history of the sport in the Province.

<b>Association WCPTA)</b>	
<b>North Boland Homing Union (NBHU)</b>	Worcester, Laingsburg, Ceres, Prins Alfred Hamlet, Touwsrivier, De Doorns, Villiersdorp, Brandvlei, (Matjiesfontein (WKDU).
<b>Wes Boland Unie (WBU)</b>	Malmesbury, Mooresburg, Vredenburg, Wellington, Tulbach, Gouda, Porterville, Piketberg, Velddrif, Vredenburg, Saldanha, Wolesley.
<b>Overberg Posduif Unie (OPU)</b>	Bredasdorp, Hermanus, Caledon, Kleinmond, Middelvlei (Hawston), Gansbaai, Botrivier.
<b>Wynland Duiwe Unie</b>	Robertson, Heidelberg, Swellendam, Bonnievale, Ashton, Montequ.

**Western Cape Province Independent bodies (not registered with the WKDU):**

Regional Body	Affiliated structures
<b>Federated Board of Homing Unions (FB)</b>	Blackheath District Homing Union, Bluedowns Pigeon Federation, Cape Flats Homing Union, Cape Peninsular Homing Union, Groot Drakenstein Homing Union, Hawston Homing Union, Kraaifontein Homing Pigeon Union, Mitchells Plain Homing Union, Northern Suburban Homing Union, Paarl District Homing Union, Strand District Homing Union, Stellenbosch Homing Union Wynberg District Homing Society.
<b>Southern Cape &amp; Garden Route Union (SKDU)</b>	Mosselbaai, Knysna, George, Plettenbergbaai, Prins Albert, Riversdal OBU, Albertina OBU.
<b>Maskam Union</b>	Vredendal, Lutzville, Clanwilliam, Van Rhynsdorp, Klawer, Calvinia (Own Fed), Nieuwoudtville (Own Fed).
Independent:	Swellendam, Heidelberg, Beaufort West (Not included under Garden Route)

It is clear that a proper survey of fanciers will provide valuable insights into the biographical and demographic profile of fanciers in the Province.

The sport requires and demands significant time and dedication from fanciers and was recorded in this study as one of the sport types **that scored very high in terms of frequency and duration** as and fanciers spend 28 (off-season) to 40 hours per week (during the racing season, May to October each year) on average on the sport. Although a detailed **demographic profile** falls outside the scope of this case it can be safely observed that at least two-thirds of fanciers are males in the 50+ category and that almost equal numbers of white and colored fanciers exist. The sport also has 20 females and 10 disabled participants. The sport is also popular amongst the youth although numbers are limited with a downward swing after the age of 22+ due to work and relationship commitments. However, it is of

interest to note that a high percentage of fanciers that re-enter the sport again after reaching their 50's were involved with birds as children. It should be noted therefore that the demographic cohort analysis of racing pigeon fanciers is fairly unique with an initial upswing of beginners in their teens, with a flattening centre (few people in their 20's, 30's and 40's), and with 'old beginners' re-entering the system in their 50's. This has direct implications for marketing and the nature of support programmes. Fanciers in the racing pigeon sport comes from all walks of life and scholars, electricians, administrators, construction works, medical doctors, butchers, pensioners and attorneys basket birds side by side on a regular basis. Many fanciers have been flying pigeons all their life and strong friendship and family networks exist.

As will be discussed below, although the sport is characterized by **high levels of social capital development and social cohesion**, it is also a competitive<sup>49</sup> sport with strained relationships between some fanciers. Generally fanciers are very committed, even fanatical and dedicated to the sport with high levels of resilience to change and regulatory developments. However, a dynamic group of fanciers also exist that are innovative and quick to adapt to respond to changing circumstances including new scientific developments and technical progress. A growing number of fanciers also expect governance and institutional arrangements to improve and to receive attention in the next period.

Many lessons of experience exist in this respect in other sport types in South Africa as well as in the international comparative experience. A recent visit by the Executive of the Belgian Pigeon Union or rather 'Koninklijke Belgische Duivenliefhebbersbond' (KBDB) that visited the Federated Board in Paarl in May 2013 showed that various good practices exist that can be considered locally. These included government support, improved governance, shorter races, improved logistics and coordination, and the use of Information Communication Technology (ICT).

**Frequency and duration in sport activity: Racing pigeons, weekly activities and hours spent:**

Day of the week	Frequency and duration (average amateur fancier)	Estimated hours
Monday to Sunday daily feeding, water, grid, medication, observation.	On average 2/3 hours per day Total 7 days (conservative estimate)	14
Monday, Wednesday and Saturday training (loading of birds and transport)	6 hours (minimum)	6
Thursday/ Friday preparation and basketing	5 hours (minimum)	5
Saturday race, cleaning, shopping,	10 hours	10

<sup>49</sup> Strained relationships typically relate to disagreements between fanciers about the application of rules, the introduction of new races or rings or historical rivalry. Some information such as techniques and methods related to training and medication is regarded as privileged and information is often seen as confidential and may be purposefully withheld in order to gain a competitive advantage in races.

supplements. Clocking out.		
Others, Sundays or throughout the week: Loft administration (1 hour), Research (1 hour), Internet / email communication (1 hour), Visiting networks (2), The above excludes volunteers fulfilling formal duties.	5 hours (Conservative estimate)	5
Total average hours per week for an average amateur fancier during the off season: Total average hours per week for an average amateur fancier during the racing season (June to October):		28 hours  40 hours

### 3. Institutional arrangements and strategic trends

The institutional arrangements country-wide consists of members joining local clubs and clubs in turn forming federations and unions. All fanciers and races are registered with the South African National Pigeon Organization (SANPO) that is affiliated with SASCOC. SANPO in turn is affiliated to the international governing body of racing pigeons, namely the FCI. SANPO representatives act as volunteers and huge personal contributions have been made by many people in the leadership group in the sport, past and present. In the Western Cape Provincial interests are represented by the Western Cape Pigeon Union (or WKDU in Afrikaans) and at present a series of discussions are being held to establish a representative provincial structure (see discussion below). Main stream pigeon organizations such as the Federated Board are not part of the WKDU.

Although present pigeon organizations are functioning quite effective, fanciers are of the opinion that better coordination may improve releases as well as the sharing of transport costs. Historically not all the unions and pigeon bodies such as the Federated Board of Homing Unions are included in the provincial body, namely the Western Cape Pigeon Union, or WKDU (Wes-Kaap Duiwe Unie). At the time of publication of this research a series of workshops were being held that included a debate on the advantages of a fully representative regional body and the intent to apply to the Western Cape sports Council for membership. This workshop series also generated a set of strategic themes for the future that provide interesting insight into priorities in the sport. A series of 3 workshops were completed (Bloemendal, 9 March 2013; Paarl, 6 April 2013; and Worcester, 18 May 2013) and 2 remained (Southern Cape & Garden Route as well as the Cape Peninsula and Maskam). These Workshops under the Project title 'What the pigeon fanciers say' are being facilitated in the Western Cape to encourage pigeon fanciers to share their opinions on the future of the racing pigeon sport. The idea originated from discussions with a range of pigeon fanciers across organizational boundaries. Based on these discussions, a workshop series was developed by the facilitators that are experienced professionals in applying facilitation methodologies in the public and development management field as well as in corporate environments.

The purpose of this Project is to consult, to record and to disseminate the views of pigeon fanciers on the future of the racing pigeon sport in the Western Cape and to make these findings available to fanciers and formal structures in the Province. The workshops thus give the ordinary fancier a platform and a voice so that those in leadership positions can be given a strategic view of what the desired outcomes for the future of pigeon sport in the Western Cape could be. As the Convener of the project, Celestine Donough has noted in some of the sessions held that he was privileged to race in two of the most respected and historically rich organizations in the Western Cape (the North Road Homing Union and Federated Board of Homing Pigeons) and that because of the political history of our country, these organizations and some of their members seldom race against each other or get the opportunity to get to know and understand each other better. All fanciers and all organizations have something that can enrich each other, and for this reason the project was started by developing an understanding of the realities at ground level.

As the need for a provincial coordinating structure has already been identified by the vast majority of fanciers in the first two workshops this particular issue are receiving special attention. The hope is that in future there can be one generally accepted and mandated provincial organization that can represent all fanciers in the Province to engage with SANPO, the Western Cape Sports Council, the Western Cape Provincial Government, LOTTO, the SPCA and other organizations. This will allow fanciers in the Western Cape to be supported by the Sports Council and Provincial Government in qualifying for provincial grants, financial support for club development and youth programmes, provincial colors, the Sport Legends awards and other types of support and assistance. The idea and mandate of what, how, and when a representative provincial body will be established is not dependent on the project team, but on the existing unions and federations in the Western Cape that will be invited to consider and act upon these findings.

Some of the key trends and tendencies that emerged from the presentation on the international experience in the Workshop noted above on the racing pigeon sport included the following:

1. The increasing role of politics in the racing pigeon sport, e.g. the 'Green Movement' in Europe.
2. Acknowledgement of the socio-economic impact of the racing pigeon sport on national and regional economies. The racing pigeon sport has become a multi-billion dollar industry world-wide.
3. The realities and implications of global warming.
4. 'Globalization' resulted in relative time and space and markets and social networks are now globally linked in real time. This has radical implications for inter alia the availability of information, cooperation, improved technology and research as well as the increasing professionalization of the sport.

5. International tendencies show that the racing pigeon sport in many countries is typically isolated from external influences and the use of outside experts is limited. In this sense the sport was viewed as being too “closed up”.
6. It is evident that dynamic new approaches to increase income sources in the racing pigeon sport have emerged. An increasing focus is being placed on financial practices, including pools.
7. Scientific research regarding genetics, health and medical treatment of pigeons has improved drastically and the pigeon racing sport increasingly needs to absorb these scientific developments.
8. In the international experience, challenges are being experienced regarding leadership in the racing pigeon sport. In particular, the age of leaders, ethics as well as the need for strong leadership and management is evident.
9. Increasing emphasis is being placed on the ethical nature of the racing pigeon sport such as the integrity of pedigrees of pigeons and other issues.

The themes that were identified by participants at the Bloemendal Workshop included the following priorities:

1. The need for an overarching provincial structure.
2. The importance of improved communication.
3. The saving of costs.
4. Marketing of the Sport.
5. Specific interests of participants regarding pigeon races.
6. The use of modern Information Communication Technology (ICT).
7. A sport development strategy for the youth
8. The importance of the well-being of families and woman in the racing pigeon sport.
9. The role and responsibilities of SANPO has been identified as a priority.
10. Acknowledgement and recognition of the socio-political context and history of the racing pigeon sport in the Western Cape
11. Participants asked that the relationship with the animal cruelty organizations be better managed.
12. Participants felt that the racing pigeon sport should amongst other issues also be acknowledged as a special sport for elderly people as is the case in many countries abroad where progressive governments regard the elderly as a ‘vulnerable’ group.
- 13.

This case do not address the above issues as the focus is on socio-economic benefits and an assessment of strategic issues, such as some of the above, falls outside the scope of this study. Some of these issues include the debate on the export of pigeons where a ban on imports from other countries are in effect whilst very little evidence exist that racing pigeons are an avian influenza risk as no SA bird has ever tested positive and as birds for export can be individually tested. This depends not on the South African Government but on foreign governments. A call for research at the above workshops but also on the SA Mailing Pigeon list has been made to improve our scientific knowledge on topics such as breeding, health,

nutrition, training and the transport of pigeons. A need also exists for the development of norms and standards and an associated Code of Conduct for fanciers, as well as a Memorandum of Agreement with the SPCA (See De Coning, 2012a).

It is clear that in institutional terms, the racing pigeon sport is experiencing a transformation period and that an improvement in governance and management of the sport as well as improved relationships with the WCSC and DCAS may result. High levels of cooperative governance are necessary to ensure that this sport will come to full fruition.

#### 4. Socio-economic Profile

Although a detailed assessment of the socio-economic benefits and impact of the sport has not been undertaken in this study (or elsewhere in South Africa as far as is known), some pertinent information exists that at least provides a preliminary baseline for further research in future. The discussion below will focus on **the economic worth of racing pigeons** in the Province as well as to discuss **social dimensions with a special emphasis on youth development**. Some trends also exist with regards to environmental, animal rights and infrastructure related issues and some selected perspectives have been included although these areas are not regarded as a central focus of this study.

##### 4.1 The Economic worth of racing pigeons

In **economic and financial terms** it is clear that governments and private sector interests world-wide now regard the racing pigeon sport and business as a billion dollar industry. Our research has shown that as one of the smaller sport types, significant recurrent expenditure, assets and a flow of funds exist with various upstream and down-stream economic activity, to the extent that this sport shows that a whole micro economic environment exists with manufacturing, transport, professional services, retail and other business dimensions are actively involved.

Internationally, **the trade in racing pigeons** has mushroomed with exponential growth of new buyers from especially the Eastern Countries, such as Taiwan and China. Top pigeon countries such as Belgium, Holland, Germany, the USA and Britain are actively exporting pigeons and pigeon products and services (largely online) at significant worth. At present South African breeders may not export pigeons due to regulations and a ban on SA exports, due to the bird-flu epidemic. According to local pigeon experts the ban on exports are having a huge negative impact on local business as pigeons form the SAMDPR, other one-loft races and other top pigeons cannot be exported. The debate shows that this issue needs to be further investigated as racing pigeons pose a minimal health risk and as these domestic birds should not be classified by Government as poultry. In Belgium the Minister of Economic affairs took note of the racing pigeon industry when the birds became the tenth largest export product of

this country and this reality lead to the Belgium Government taking a keen interest in this in this industry.

Other than exports, a vibrant local industry, albeit relatively small, exists that are particularly strong in the Western Cape. It should be noted that our research showed that the financial and economic worth of racing pigeons in Gauteng exceeds that of the Cape even though there may be fewer fanciers than in the Cape. In economic and financial terms, **substantive flows of financial investment, economic activity, voluntarism, employment and a flow of goods and services are evident for the relatively small size of this sub-sector of the sport industry in the Western Cape.**

A preliminary assessment of the financial and economic worth of the racing pigeon sport in the Province has been made by consulting with experienced fanciers, breeders and officials on **the value of the sport and by developing some basic models to assess both recurrent and capital costs in the Western Cape.** Our research showed that significant economic activity for the relatively small amount of participants in this sport is evident. Our research shows that a need exist to conduct a more detailed research investigation in the form of an annual survey in order to ensure improved baseline figures. The discussion below and the Table contained in Annexure A provide a brief overview of estimates concerning recurrent expenditure and assets regarding racing pigeons in the Province. These estimates were developed in consultation with experienced fanciers and officials in the Western Cape<sup>50</sup>. Some observations will be made below.

The **main economic activities in the sport** concerns the initial capital investment of the fancier in building or buying a loft, normally followed by extensions and improvements over time, the important step of acquiring good breeding stock / young birds and procuring rings and an electronic clock system. Fanciers make extensive use of the Internet for online services, auctions, social networking and the use of software programmes developed for breeding and racing. Once established, that may take 3-5 years, the fancier has ongoing expenses related to feed, medicine, rings, supplements, equipment, club and organization fees, transport costs, races and training, cleaning, ongoing acquisition of birds, research including magazines, books and DVDs. In this process specialized services are used such as microscopic tests for diseases, consultation with vets, and the use of specialized trucks.

Our research has shown that the economic value of the sport can be illustrated by highlighting some of main costs and assets involved (see Annexure A). Our findings showed that:

---

<sup>50</sup> The estimates are based on advice from Mr Fred Volschenk, Chairperson WKDU, Mr Paul De Wet, SANPO member, Mr Martin van Staden, Chairman of the NRHU, Mr Celestine Donough (fancier and ICT Expert) and Mr Robert Swanepoel, professional breeder and Benzing representative.



- Estimates for the total amount that each fancier spend per annum on recurrent costs for the Western Province as a whole ranges between a minimum of R19,5m and an average of R62m;
- The capital worth of private lofts in the Province, excluding unregistered fanciers, is estimated at between R40m and R47m;
- The estimated worth of breeding stock and racers in the Province is R47, 505 000;
- When transport is separated from the annual recurrent expenditure above, then conservative estimates regarding the cost for the trucks for racing purposes is more than R3m per annum and the total cost for training flights are estimated at R19m;
- Considerable capital worth also lies in vehicles (transporter trucks) and land and facilities (typically club houses) that are owned by the pigeon community;
- Excluding land, facilities and vehicles, the capital worth of the racing pigeon sport in the Western Cape exceeds R100m.
- In all instances above 'Fancy pigeons' were excluded from these estimates as this sport is registered separately with the WCSC.

In terms of **affordability of the pigeon sport**, the spectrum of high, medium and low income earners in the sport is of special interest as clubs and unions do their best to keep costs at a minimum in order to allow the maximum amount of fanciers to participate and great care is taken not to increase costs unnecessarily that may lead to fanciers leaving the sport. It is generally accepted though that high income earner has a better chance to obtain good quality birds and to race competitively.

Fanciers are of the opinion that affluent fanciers do have an advantage in the sport, with the successful entrepreneur, Mark Kitchenbrand as a typical example, but are also of the view that many top racers have achieved the best in the sport by exchanging birds for free or buying youngsters at minimal cost. However, our research also showed that pigeon fanciers that operate on their own require an annual salary of at least R200, 000 to be able to participate in the sport. It should however be noted that many fanciers fly in partnership with others and financial needy fanciers also make use of cooperative activities, such as buying medicine in quantities and sharing it amongst each other. Some activities, such as youth clubs are subsidized. As will be discussed in the social section below, it is evident that fanciers make use of strong social networks to overcome some of the problems and high levels of cooperation and reciprocal behavior are present.

The above analysis shows that more detailed studies are necessary to do further modeling and to establish the nature of the economic linkages involved, to explore the potential growth regarding interfaces between the sport and sub-sectors concerning the provision of goods and services and to establish the nature of support needed by Government.

Although some sport tourism occur in this sport type in South Africa with foreign visitors especially participating in the SA Million Dollar event in Gauteng, with some 34 countries taking part, the Western Cape has a low profile for hosting major events in pigeon racing.

Although **the World Olympics for pigeon racing was held in Cape Town in 2001**, most of the top One-Loft Races are held elsewhere in the country. The racing pigeon sport in the Western Cape has the potential to increase sport tourism as well as to host major events in future.

The research conducted for this study shows that considerable economic benefits exist in the racing pigeon sport through contributions to economic growth, employment, domestic and foreign investment to be taken seriously. Enabling legislation and policies as well as Government support in specific areas may much improve the impact of this sport.

#### **4.2 The Social benefits of the racing pigeon sport**

**Strong social bonds and high levels of collaboration, regular interaction and excellent communication exist.** Racing pigeon organizations in the Province have been found to be **one of the most effective civil society organizations in terms of rapid communication** given the number of people and speed at which new decisions are communicated, e.g. of release times or changes in club house meeting venues.

**Strong social networks exist with high levels of commitment and trust.** In contrast, such networks often also contain **high levels of distrust and selective information sharing between some networks**, due to the competitive nature of the sport and historical conflicts. Within existing and established networks, close bonds exist between family members, close friends, as well as associates and partners. Social networks also act **as supportive networks**, sharing costs (such as transport costs for training flights), providing expert advice (such as on health or training programmes) and often acting as a safety net for those that become ill or are experiencing financial hardship. For example, financially needy fanciers may share lofts (such as pensioners) or club members or networks may provide free transport and payment for pigeons for a one-loft race in exchange for the 'needy fancier' making the transport baskets. In social terms, strong bonds therefore exist that include financial and other types of support. These social networks are therefore internally **highly interdependent but also resilient** in various circumstances and in the case of crises, such as an outbreak of an epidemic. Experienced fanciers have noted the high level of cooperation that exist in many areas on the cape flats and where social networks centered around pigeon racing far extends into other walks of life support. In other ways the sport is highly competitive and strained relationships are also evident with the potential for conflict between some fanciers.

The racing pigeon sport is a good example of a sport where very high levels of **civil society mobilization and organization** is evident. All management and organizational arrangements concerning races and other matters are facilitated by volunteers and **a relatively large number of volunteers exist** in this sport as a proportion of volunteers: fanciers and volunteers spend considerable time on especially administrative tasks. Race arrangements including transport and the calculation of results make use of advanced and tested systems with veterans keeping out an experienced eye for irregularities although this still occurs.

**Communication frequency, accuracy and response times are some of the highest registered for all sport types.** As a typical example, race release times may change depending on the weather and fanciers will receive immediate notification when birds are released or when alternative actions are made. As in other sport codes, volunteers spend considerable time on the administration and organization of the sport. Although organizational structures are well developed and high levels of commitment and communication exist, policy and strategy generation and the development of and adherence to internal regulations as well as self-imposed norms and standards are possibly lagging behind the majority of sporting codes. Although an appreciation exists for the role of national and provincial structures, fanciers are also calling for a review of the present governance and institutional arrangements in order to ensure the professional management of the sport (see the discussion under institutional arrangements).

With reference to **the demographic profile of racing pigeon fanciers** as discussed in the second section of this case (above) it should be noted that in social terms, when the demographic profile is mainly that of older people, two implications exist. The first is that governments should promote sport and recreation that supports sport amongst the elderly, also as a vulnerable group, for obvious health and other reasons as contained in the *Sport and Recreation South Africa (SRSA) Plan*. The second issue is that racing pigeon communities world-wide but also in the Western Cape, has the responsibility of marketing the sport amongst the youth in order to ensure the sustainability of this sport.

It is clear that **a unique demographic pattern is evident in the racing pigeon sport** compared to other types of sport and recreation very specific age cohorts are evident in the sport. When fanciers remark that the sport is 'dying out' because of few fanciers active between the ages of 20 and 50 it is not taken into consideration that most active fanciers are either in the age group 12 to 18 years or 45 +. Fanciers typically begin the sport as children between the ages of 9 and 16 and easily get 'hooked' on this most unusual sport. Once reaching the age of 16 -18 youthful fanciers stop flying because they meet girlfriends, go to university or college and embark on a busy journey with work commitments and raising children. It is only once their children leave home or people retire that fanciers (often flying pigeons as children) again re-entering the sport as 'old beginners'.

The implication is that marketing and the recruitment of the racing pigeon sport should be targeted towards these two groups. It is vital for various reasons that young people be exposed to the sport as an investment to the pigeon sport so that they may return to race in later years. Although we have many experienced fanciers that have raced for forty and more years, this trend may be passing as new lifestyles and approaches to the sport emerge. This certainly includes fewer fanciers than 30 years ago but far more competitive fanciers and even professionals with significant resources and scientific methods available. In all probability, the quality of racing pigeons and fanciers in the last 20 years has dramatically improved and through that, the wellness of the racing pigeon sport.

The above lessons provide us with some food for thought back home. It is evident that the racing pigeon organizations should market and promote the sport as an activity with a specific and unique demographic age trend in mind. This requires specific considerations:

- Fanciers have suggested that unions allocate selected presenters from experienced and right-minded fanciers as well as young successful fanciers, with the responsibility to systematically **visit schools and to promote the sport** at the age of 10-14 (grades 3 to grade 6). Fanciers argue that SANPO or the WKDU should develop a **promotional school video** for this purpose. This should be followed up with loft visits for those interested and the allocations of **mentors for boys or girls** who want to actually start with their own lofts;
- Much potential exist to offer more **structured 'youth at risk' programmes** and the use of racing pigeons as a sport in conjunction with youth clubs where a loft is established at a facility, such as a children's home. Such a venture requires dedication and commitment. Fanciers suggested that each Union in the Province should start a pilot youth project;
- Fanciers have suggested that racing pigeon organizations should advertise and have proper **induction programmes and information** for 'old beginners', those that re-enter the sport at ages 45-60, that have specific requirements;
- Public policy makers and implementing agencies in government should note that sport exercised by elder age groups is defined as one of the 'vulnerable' categories in society and sport and recreation is regarded as a priority for this age group.

Considerable evidence exist that the racing pigeon sport has **significant social and psychological benefits for the individual**. This may include active involvement and participation by the elderly, therapeutic and relaxing value for working fanciers and substantive benefits for the youth at various level and this issue warrants further attention. Although only one really good contemporary example of a racing pigeon youth club is evident in the Western Cape Province that the researcher is aware of, various efforts are made to involve and support younger fanciers. However, the international experience show that considerable potential exist for young people to benefit from such an initiative and improved discipline, social relationships, communication, and improved numerical skills have been recorded. Locally in initiatives such as the MOD Centres and programmes such as Amandla EduFootball, the emphasis is in **assessing behavioral change of participating youth**, pre and post the intervention initiative.

### 4.3 Youth initiatives

Racing pigeon youth clubs have also proved to be of particular value to youth at risk interventions and a very high success rate has been recorded in terms of success with this sport as a radical intervention in behavioral change. Because of the high potential of the racing pigeon sport to **act as a very effective and successful vehicle for youth at risk**

**programmes to affect behavioral change**, some international examples will be briefly cited. It is suggested that comparative case assessments may be of high value in order to design youth clubs that work. Some examples include:

- An excellent comparative case is the Winner of the Scottish Government Safer Communities Awards 2010 in the Prevention and Intervention Award namely the South Ayrshire “ Do the right thing” Project. This project concerned young people at the Pigeon Club in Marybole and was aimed at young people identified as at risk of anti-social behavior. Participants were tasked with caring and developing a team of racing pigeons given to them by members of the Marybole Club ([www.scotland.gov.uk/Topics/Justice](http://www.scotland.gov.uk/Topics/Justice))
- The power of role models in sport and in Pigeon Racing in particular has been powerfully illustrated through the Mike Tyson series called ‘*Taking on Tyson*’. This video series has also been shown on *Animal Planet*. The programme is about Tyson that confesses about his violent history and then demonstrates how the racing pigeon sport has changed his life with the development of affection that he had with his birds. Tyson has been active in establishing youth clubs and races for the youth in New York and the Bronx. (See ‘Taking on Tyson’ YouTube).
- The American prison system makes extensive use of racing pigeons as a rehabilitating form of sport and recreation. Various scientific reports are available that have shown excellent results in juvenile delinquent studies.
- Also in Scotland, Tom Corrie, the Nursing Team Leader of the State Hospital in Scotland reported that Animal Assisted Therapy (AAT) was effectively used with mental patients but was also incorporated in educational benefits to the wider community. The Pigeon Loft and Programme was reported to improve relationships, increase levels of communication and improve self-esteem (See Tom Corrie. 2001. Racing Pigeon Therapy: A Winning Formula. The State Hospital. Scotland).
- As reported by Lucy Cockcroft in the Daily Telegraph of 28 July 2008, in an article “*Queen gives racing pigeons to juvenile prison*” the Queen of England regularly donates top pigeons to ‘Young offenders’ institutions’. The Queen of England is known to be a competitive racer and also participates in the South African SAMDPR Race. Her lofts are managed by Carlo Napolitano and are situated at Sandringham Estate in Norfolk. The Young Offenders Programme about which this particular report dealt with is located in West Yorkshire and is part of a rehabilitation Programme.

Reports on Youth programmes offered in association with **the racing pigeon sport have shown that radical results can be achieved in improving a range of vital skills, behavior patterns and attitude amongst the youth**. These experiences are well recorded and provide a fascinating perspective and insight into the advantages of sport in the fundamental shift in the behavior of juvenile children. It was found that with racing pigeon programmes in various settings the skills that can be developed include management and organization, math, biology and science but also important life skills. It is also important to note that the research listed

above recorded the development of emotional and spiritual intelligence amongst participants. The following striking quote by Jim Jennings, well known pigeon journalist, illustrates the above:

*Like many little boys of my generation I became a pigeon keeper. I had to learn how to design a pigeon loft. I had to learn how to build it. I had to learn how to find racing pigeons to buy and the very basics of having a feathered family in my back garden that I was responsible for. At ten years old I ruled my own little world. Twice a day it was up to me to feed and care for my birds. I made mistakes, such as trying to help a hatching baby bird out of its shell, a hard lesson when you realize that Mother Nature often doesn't want assistance, and the death of the living thing I was trying to help broke my heart.*

*I learned how to convert dollars to pounds so I could send away for precious English books that annually carried the stories of the kingdom's great pigeon men. I learned these champions could be commoner or king and that a great pigeon could win a race flying to a loft near a countryside manor house or to the kitchen window of a Welsh Coal Miner. I learned about the birds and the bees, well the birds anyway, without having to sit down with my father. I learned how the lifecycle of all living creatures is tied to the seasons, to the changes in the length of the day. I learned to observe and understand the weather. I learned about genetics and how the findings of Mendel became evident in the feather colors of the babies of birds I mated together. Let me repeat. I was 10 years old and I was learning in the best way a child can, by hands-on-experience, self-study and observation ...*

*Outside my little back garden world, I had to respect and deal with my elders, because in my city there were champion pigeon men I wanted to know. Many of these expert trainers were professional people, but others were salt of the earth, working men, and I had to learn how to speak with them, and win them over, before I stood a chance to talk to them out of precious eggs or babies to raise. I learned about management and hygiene ... and for all of this hard work, I was rewarded. Because each day I could visit my birds, birds that I have raised, and I could let them outside into the sky. And from where I stood, earthbound, I could watch them fly. I would watch them disappear, often for an hour and then, magically, come back, come back to me. I saw a creature give up its freedom, to return to my care, because of the bond I had built between us.*

Jim Jenner. Speech at House of Commons Dinner, 12 November 2005

Closer to home, in the Cape Flats and in Kuilsrivier, in Atlantis and in Gansbaai, this same scenario has played itself out countless times and strong evidence exist that the involvement with racing pigeons have been responsible for countless positive interventions with youth at risk in areas such as the Cape Flats, Atlantis and in some of the smaller towns. Celestine Donough, in a Workshop series in Worcester in May 2013, gave a first hand-account and openly declared that in the context of gangsterism and drugs evident in the Cape Flats, that

his own life was drastically influenced by the fascination and discipline that racing pigeons brought about and that this interest saved him from becoming involved in such a lifestyle.

In the Western Cape our research has shown that fanciers are of the opinion that different models need to be developed for different circumstances. These include:

- The participation of youth in virtual online programmes where they 'own' a pigeon but does not fly it themselves;
- Junior clubs where members have their own lofts at home or communally and are directly assisted by high levels of organization by senior members, such as in Belhar and where costs are not necessarily the primary concern;
- Youth clubs such as in Hermanus where a Junior club is assisted by the Senior club with technical advice and financial subsidy;
- Youth clubs centered at schools or youth facilities.

A **Youth Project** that drew the attention in **the Western Cape** is that of the '**Hermanus Junior Posduif Klub**' that was initiated and started by Mr. Glenton Hahoney in 2009 and that was formed in the Mountpleasant community in Hermanus in 2010. The club had 5 members in 2010 and 5 boys and a girl in 2011. In 2009 the club grew to 9 members and a Management Committee was formed. Other than good support from members of the senior Hermanus Racing Club, subsidy and financial support was also received from the Noord Boland Transport as well as the WKDU. It is recommended that a specific case be commissioned to record lessons of experience of this initiative for use in other environments and by other clubs<sup>51</sup>.

It is concluded that **youth awareness and an increase in beginners at school level is of vital importance for the sport**. It is also clear that that exceptional potential exist for youth development in various forms. There can be no doubt that youth clubs in this sport require a dedicated support network and considerable effort as well as resources. However, such high levels of social capital do exist in the sport and it is suggested that stakeholders take full advantage of the opportunities to address youth development. It is proposed that Government should embrace such initiatives and provide technical assistance and financial support where possible.

### **Culture and heritage**

Racing pigeons in the Western Cape also has a **significant history in terms of heritage and socio-political dynamics**. By way of example, the 'Federated Board' consisting of some 550 members at present has been one of the largest (mainly colored) civil society organizations that have been able to maintain sustainability and resilience over time and has a significant

---

<sup>51</sup> Also see Glenton Hahoney, 2013 "Hermanus Junior Posduifklub" in SA & World Pigeon News, April 2013 for further information concerning the racing programme and performances.

history. So too, many small towns are renowned for their racing pigeon history and in particular, the history of the role of racing pigeons in Matjiesfontein has been legendary where the then station master, Piet Klue, re-activated a pigeon club amongst local colored flyers that competed against De Doorns and other clubs using 'runners' or boys from the different households to race against each other to clock the rings. Etienne van Heerden, in his recent book *'In stede van liefde'* used the racing pigeon theme in Matjiesfontein to capture the significance of this rich experience and MNET have made a documentary of this story.

**Indigenous knowledge systems are evident in the racing pigeon sport** through the transfer of knowledge from older fanciers to others regarding especially the knowledge of indigenous plants and the choice of mineral supplements, supplements for nutrition and health, medicinal use and to build the immune system. Examples of the **medicinal use of plants** concerns all types of indigenous Cape aloes, as well as the use of the carpobrotus family ('hotnotsvy'). This plant is divided into several varieties that are popular amongst fanciers including *Carpobrotus edulus* (Cape coastline), *Carpobrotus muirii* from Riversdal in the South Cape and specific varieties from Clanwilliam and Saldanha Bay (Locals refer to the *Carpobrotus* family as 'hotnotsvy', 'gunas', 'suurv', 'perdevy' or 'elandsvy'). Local **seashells are used as grit** and local knowledge warns of the use of grits when the 'red tide' (rooi gety) is evident as this is poisonous. Fanciers allegedly also use yellow powders from mines, such as from Zimbabwe for Paratyphoid cure. Other indigenous products that are used and that have a history amongst the local communities concern wild garlic, local apple-ciders as well as local teas and honey, also from fynbos. Most fanciers use local grain from either Robertson or Hopefield although grain is also imported such as Vanrobaeys from Belgium. Some fanciers make extensive use of teas and indigenous herbs and have so-called secret recipes to enhance performance that has in some instances been handed over from previous generations.

In social terms the racing pigeon sport **scored low on the benefits of the sport for education purposes** compared to other sport types such as soccer where life-skills and HIV/Aids awareness programmes have become prominent. It is clear from the international experience that very effective education programmes can be structured concerning nutrition, health and training methods as well as breeding but that life skills courses can be offered in conjunction with these. In other sporting types, the grading of various courses for administrators and coaches are evident. In the case of pigeons, SANPO certify judges for show pigeons. Although three annual congresses take place (SANPO, WKDU, and that of Unions), compare to other sport types, very few, if any, Conferences and workshops take place on new developments as well as technique and approaches in the sport. The potential exist in this sport to organize capacity building workshops for leadership development and skills training for the youth.

In social terms and as compared to other sporting types the research has shown that **this sport has less direct health benefits** compared to other more active sports. Although this sport certainly does not relate to strenuous exercise and high fitness levels are not required, as a sport especially for the elderly, daily activities such as cleaning and basketing requires an



active lifestyle and is regarded as healthy for fanciers. As a matter of fact a disadvantage concerns so called 'pigeon-lung' disease amongst fanciers for inhaling excessive amounts of dust although this disease has a prevalence rate of less than 1% amongst fanciers.

#### 4.3 Infrastructure and the environment.

In terms of **infrastructure**, and other than private lofts at private residences, (see estimated value above and below), one loft facilities such as that of the Klapmuts One race loft represent assets associated with the racing pigeon community. Although an inventory was not undertaken as part of this study, the various pigeon clubs all have their own club houses, some hired and some owned. A number of clubs own their own land and facilities. Such facilities are also rented out to cover costs. Various advanced infrastructure technologies exist that are associated with racing pigeons. In some instances, such as with the management of race results, such software technology has been developed in the Western Cape whilst in other instances South African technology lacks behind, such as with the quality of trucks for transport purposes. The German, Dutch and Belgian fanciers have conducted scientific research in this respect and have refined the technical specifications, inter alia to minimize losses (Nederlandse Postduivenhouders Organisatie, 2012).

Few direct benefits or disadvantages exist regarding **environmental factors**. In many ways this sport is very close to nature, not only because animals are involved but also because of the importance of the weather and the climate. In environmental terms the sport is active in monitoring climate changes and weather and is highly dependent on favorable weather conditions especially in the Western Cape. Fanciers are normally very knowledgeable on climate and weather matters as well as geographical locations, spatial dimensions and other dimensions in the natural environment. Pigeon fanciers are therefore typically very aware of the prevailing winds, weather conditions and the weather expected along the race route. Fanciers often travel rural roads and have an intimate knowledge of the weather and geographical features such as mountains or rivers.

#### 5. Conclusion and recommendations

It was found that racing pigeons contributes significantly as a sport to **economic growth and** has a relatively **high financial and economic value** per person. Our research shows that pigeon fanciers have developed high levels of social capital with high numbers of volunteers and with very high interaction and communication profiles. The sport of racing pigeons is regarded as a good example of a sport that has a **significant cultural history and heritage** as well as a history of **strong social relationships**, also within families, in the Province. Pigeon fanciers are using **advanced technology**, such as real-time on-line racing events, results, mailing lists and auctions although **scientific research** in many areas are lacking. Compared to other sporting codes very few if any **training and education courses, conferences or capacity building workshops** exist. The racing pigeon sport has experienced an **increased international and domestic flow of funds** as well as the potential to **stimulate related services and**

**industries.** This case explores a number of areas where significant potential exist to increase socio-economic benefits and pertinent recommendations are made in this respect.

In social development terms, the sport shows significant **social capital development** (trust, social relations and social collaboration) and a significant amount of the elderly are active in the sport, and compared to other sport types, racing pigeons, like fancy pigeons, bowls and chess, plays a significant role as **a support vehicle for the elderly as an identified vulnerable group**, in South Africa and internationally. This sporting type also has a lot of potential regarding **youth-at-risk development programmes**, and some youth programmes are active in the Province although this profile can be at a much higher level. **Government support** to this sport can much improve by formally recognizing the sport, by providing technical advice, by providing enabling provincial and local government legislation and regulation regarding the approval of lofts and related facilities, as well as financially supporting club development, transformation and support programmes for youth clubs.

The UWC/ DCAS research on the Case for Sport in the Western Cape identified this sport as one of the 'minority' sport types worth studying and this case study recorded various socio-economic benefits that are regarded as substantive evidence of the importance of smaller sport types. In particular, it is noted that:

- **Substantive economic activity and financial flows as well as the use of upstream and downstream related services and products** are evident. Economic activity translates inter alia to more than R100m worth of assets and annual expenditure of R65m that are regarded as considerable when the limited number of fanciers is considered. Significant potential for future growth and exports are evident.
- Although a detailed study were not done in this area, **significant impact is also evident in the social areas** such as highly interactive and intense communication, social relations and collaboration and social resilience. High levels of social capital provide the capacity for youth programmes.
- Compared to other sport types racing pigeons also occupy **substantial land and facilities**, have a rich **cultural and heritage background** and is **closely associated with the environment**.
- The sport shows particular **potential for youth development** and for youth at risk programmes.

Present initiatives are focusing on the importance of improved governance and management of the sport by the racing pigeon community as well as the importance of taking advantage of the various new technological and scientific developments. It is recommended that Government take note of the **significance of this sport together with other sport types that has the potential to contribute significantly to socio-economic development**. It is suggested that Government in the Western Cape support the present internal transformation process and that Government actively support the sport through assistance for youth development, club development as well as transformation in future.

## 6. Bibliography

Ad Schaerlaeckens. 2011. **The Best of Ad Schaerlaeckens**. Volume 2. Published by Syndicate Lofts.

Ad Schaerlaeckens. 2001. **Janssen Brothers Arendok. The greatest pigeon fanciers of all time**. Published by Syndicate Lofts.

Charles Darwin. Undated . **The Origin of species**. Volume 1. The World's popular classics. See Chapter 1. Books Inc. New York.

De Coning, C. 2012a. **Comments on SANPO Code of Practise**. SA & World Pigeon News. August 2012.

De Coning, C. 2012b. **Racing Pigeons in Trinidad and Tobago**. SA & World Pigeon News. April 2013.

De Coning, C., Donough, C. and Klue, I. 2013. Summary of Workshop 1 of the Project: 'What Pigeon fanciers say'. **Workshop proceedings of the Bloemendal Conference**. 9 March 2013. The Future of the Racing Pigeon Sport in the Western Cape. Unpublished document.

De Coning, C., Donough, C. and Klue, I. 2013. Summary of Workshop 2 of the Project: 'What Pigeon fanciers say'. **Workshop proceedings of the Federated Board, UWC**. 6 April 2013. The Future of the Racing Pigeon Sport in the Western Cape. Unpublished document.

De Coning, C., Donough, C. and Klue, I. 2013. Summary of Workshop 3 of the Project: 'What Pigeon fanciers say'. **Workshop proceedings of the Worcester Conference**. 18 May 2013. The Future of the Racing Pigeon Sport in the Western Cape. Unpublished document.

De Kock, Jos. 2012 **Maskam Posduif Federasie- 2011 Kampioen**. SA and World Pigeon News. May 2012.

Esterhuyzen , Nico. **NRHU Prysuitdeling 2011** (75e bestaansjaar). SA and World Pigeon News. May 2012.

Gillmore, F. 2012. **National Loft South – Nasionale Hok Suid**. Newsletter, March 2012.

Hahoney, Glenton. 2013. **"Hermanus Junior Posduifklub"** in SA & World Pigeon News. April 2013.

Hill, Brent, **South Peninsula Homing Union an historic overview**. 1962 -2011. . SA and World Pigeon News. March 2012.

Jim Jenner. **Speech at House of Commons** Dinner, 12 November 2005

Jim Jenner. (Undated) **"Share the Blue sky"** Pigeons go to school.

Kippen, F.J. (Sonny). 1961. An Authentic history of the late Frans Putterie and his birds. **The Putterie Story**. FJ Sonny Kippen self-published.

Lucy Cockcroft. 2008. *"Queen gives racing pigeons to juvenile prison"*. **The Daily Telegraph** of 28 July 2008.

Mike Tyson series called **'Taking on Tyson'**. YouTube.

Nederlandse Postduivenhouders Organisatie. 2012. **"20 Jaar wetenschappelijk onderzoek en technologische ontwikkeling in het vervoer van postduiven"**. Lossings en Vervoerdag NPO 2013 Wijchen, Zaterdag 23 Februari 2012. Ir. A (Albert) Winkel, werkgroep WOWD.

News 24. 2012. **Pigeon riddle flies in face of science**. 2012/07/15 [www.news24.com/SciTech](http://www.news24.com/SciTech).

Penkin, Seville. 2013. **Super stars of the South Western Pigeon Combine**. SA and World Pigeon News. April 2013.

Read, George. 2013. **Die Slimme-Putterie Suid Afrika se eie mees gevestigde onsterflike kampioenras**. SA & World Pigeon News. January 2013.

SANPO. (Undated) **Regulations and procedures to control prohibited substances in racing pigeons in the Republic of South Africa**.

**SANPO Constitution**

**SANPO Code of Practise**

Scottish Government. 2010. **Safer Communities Awards 2010 in the Prevention and Intervention Award Category: South Ayrshire**. "Do the right thing" Project. ([www.scotland.gov.uk/Topics/Justice](http://www.scotland.gov.uk/Topics/Justice))

Sanders, B. Phillips, J. Vanreusel B. 2012. **Opportunities and challenges facing NGO's using sport as a vehicle for development in post-apartheid South Africa**. *Sport, Education and Society* 2012, 1-17.

Schutte, Schwella, E and Fitzgerald, P, 1995. **Cases in Public and development Management**. P&DM. Wits University. Johannesburg.

South African Government. 1998. **The Bidding and Hosting of International Sport and Recreation Events Regulations** (Gazette Number 33211 – Regulation 433); The South African Government Printer. Pretoria.

South African Government. 1998. **The National Sport and Recreation Act, 1998** (No 110 of 1998) and Amendment Act No 18 of 2007. South African Government Printer. Pretoria.

South African Government. 2010. **The Safety at Sport and Recreation Events Act of 2010** (Act No 2 of 2010). South African Government Printer. Pretoria.

SRSA. 2009. **The Social and economic Value of Sport**: The basis for a case for South African Sport. SRSA. Edited by Dr Van der Spuy. South African Government. Pretoria.

South African Government, 1997, **The South African Institute for Drug Free Sport Act of 1997** (Act no 14 of 1997) and Amendment Act 25 of 2006, The South African Government Printer. Pretoria.

South African Government, the **School Sport Mass Participation Policy 2011**, The South African Government Printer. Pretoria.

South African Government, 2001, **The White Paper on Sport and Recreation** (Revised in 2011). The South African Government Printer. Pretoria.

Smit, Thomas. 2012. **Racing pigeon fancier Dr Bertus Praeg's contribution to organic driven Green Revolution (Pigeon droppings project)**. SA and World Poigeon News. November 2012.

The Economist 6 March 2013. **Coo, how much?** Chinese racing Pigeon market. [www.economist.com/news/international](http://www.economist.com/news/international).

Tom Corrie. 2001. **Racing Pigeon Therapy: A Winning Formula**. The State Hospital. Scotland.

Van den Hoek, A., van Grambergen, G. and Hermans, J. 1083. **The big Pigeon Racing Book**. Jan Hermans. The Netherlands.

Western Flyers Homing Union. **Pigeon racing in Atlantis, Mamre, Pella and Chatsworth**. SA and World Pigeon News. December 2012.

Western Cape Provincial Government, 2008, ***The Western Cape Department of Sport: Rainbow Paper on Sport and Recreation***. DCAS. Cape Town.

Western Cape Department of Sport, 2009, **Guidelines for Funding as well as the Western Cape Department of Sport: Sport Transformation Charter**. DCAS. Cape Town.

## ANNEXURE A: ESTIMATED<sup>52</sup> ECONOMIC WORTH OF THE RACING PIGEON SPORT IN THE WESTERN PROVINCE

Expenditure item	Cost estimate	Comments	Estimated cost/ financial turn-over
Annual recurrent expenditure by an average fancier	<p><b>Estimate 1:</b> Based on average fancier per annum. Conservative estimate (Fred Volschenk model)</p> <p><b>Estimate 2:</b> Based on annual expenses by 3 types of fanciers in the Western Cape<sup>53</sup>: Assumptions: Large: 10% of WC fanciers Medium: 50% of WC fanciers Small: 40% of WC fanciers (Martin van Staden Model)</p>	<p><b>Estimate 1:</b> Conservative estimate: Feed, grain, medicine &amp; supplies, rings and equipment, transport, vet fee and training of pigeons.</p> <p><b>Estimate 2:</b> Average estimate: <b>Small scale fancier:</b> Feed, club fees, transport costs, training, medicine, acquisition of pigeons, , rings, affiliation costs, cel phone , internet, books, vet costs, electricity, tax. For <b>medium and large scale fanciers</b>, the quantity of items was increased and items added, e.g. cleaning (labor), one-loft racing, acquisition of pigeons, loft manager, functions, electricity/ lights /</p>	<p><b>Estimate 1:</b> R10, 500 X 1861 fanciers <b>R19, 540, 500</b></p> <p><b>Estimate 2:</b> <b>Large loft:</b> R121, 540 X 186= R22, 606 440 <b>Medium:</b> R36, 080 X 848= R30, 595 840 <b>Small:</b> R13, 020 X 677= R8, 814 540  <b>(R62, 016 820)</b></p>

<sup>52</sup> Explanatory note on the number of fanciers used to calculate estimates: At the time of the research, namely 1 May to 15 June 2013, use was made of the total registered number of pigeon fanciers as recorded at that time. This number was 1692 and the modelling contained in this assessment has been based on 1692 fanciers. Late in June 2013 the Federated Board registered 30 members less than what was recorded during the period of research. As 1) it is expected that registered membership may fluctuate up to say 50 members a year, as 2) a number of 170 estimated non-registered members exist and as 3) It was found that some undercounts of registered club members occur as some clubs exclude those registered at the club but that are not 'flying members' in a given year when stating the number of club members. Because of all three these reasons, the modelling contained in this table will be left on the number 1692 members as it is still regarded as a valid and reliable number, given that it is a conservative estimate and some 120 below the actual number of fanciers (including members not registered).

<sup>53</sup> Interestingly, this ratio is in all probability much different for other Provinces. Martin van Staden estimates this ratio to be 20%: 70%: 10% for Gauteng Province where stock birds are fetching much higher prices for stock birds at auctions than in the Western Cape.

		heater, tax on property.	
Initial establishment costs (capital) for fanciers: Lofts	<b>Estimate 1:</b> 2 lofts (3m X2.1X2.4) 100 fanciers @ R100k loft 300 fanciers @ R50k loft 400 fanciers @ R25k loft 1000 fanciers @ R5k loft <b>Estimate 2:</b> Large: 10% of WC fanciers Medium: 50% of WC fanciers Small: 40% of WC fanciers (See Martin van Staden Model)	R10m R15m R10m R5m  R80, 000 X 186 R30, 000 X 848 R20, 000 X 677	Total: <b>(R40, 000 000)</b>  R14, 880 000 R25, 440 000 R13, 540, 000 <b>(R53, 860 000)</b>
Estimated worth of breeding stock and racers in the Province	Based on current value estimates. Studies of estimates of actual costs may also prove beneficial. Estimate: Large: 10% of WC fanciers Medium: 50% of WC fanciers Small: 40% of WC fanciers (See Martin van Staden Model)	R200, 000 X 186 R40, 000 X 848 R5, 000 X 677	R37, 200 000 R33, 920 000 R3, 385 000 <b>(R74, 505 000)</b>
Transport of pigeons	Racing birds, annually Organized training (Individual transport excluded) Based on WCPTA Truck (conservative estimate as this truck is most efficient/ fancier)	6 trucks at R500, 000 each This concerns transport for the race programme. Annual training costs estimated at R7, 000 000.	Racing: <b>R3m p.a.</b> (Minimum estimate) Training: <b>R7, 000 000.</b>
Petshops and feed suppliers	11 petshops (exclude. Other grain suppliers)	11 X estimated turn-over of R800, 000 (Stock not included)	R8,8m
Professional Breeders: Sales And imports	Professional breeders sell between 50 and a 100 birds per annum for R1000 to R2, 500 for Young birds.	No estimates available	Not available
Worth of Young Bird sales and special races	Number of Young bird sales and other club auctions unknown. Klappmuts One Loft Strand race	No estimates available	No estimates available
One loft races excluding the	Western Province fanciers participating in other one	No estimates available	Not available



above	loft races. SAMDPR, Carnival City, Dinokeng etc		
-------	---	--	--

Public Auctions (Fanciers retiring)	Estimated 4 per annum at R400k each	R1,6m	R1,6m
-------------------------------------	-------------------------------------	-------	-------

Vet services And Drug testing	Number of Avian vets in the Province: 4	No estimates available	Not available
-------------------------------	---	------------------------	---------------

Direct Employment	Petshops Lofts cleaning	No estimates available	Not available
-------------------	----------------------------	------------------------	---------------

Facilities and land. Buildings belonging to clubs	Land and buildings belonging to clubs. Trucks and vehicles belonging to clubs.	Not known	Not available
---	---	-----------	---------------

TOTALS	Worth of racing pigeon industry in the Western Cape	Total of annual recurrent expenditure by fanciers  Capital worth of lofts  Estimated worth of breeding stock and racers in the Province	Between R19, 540, 500 and R62, 016 820  R40 to R53m  R47, 505 000
--------	---	---	---

## **CASE 13: A CASE STUDY OF BOLAND PARK: ANTICIPATING THE FUTURE (2018)**

**James Fortuin**

**February 2018**

### **1. Introduction**

Research indicate that, in the Western Cape, “Sport and recreation occupies significant land, facilities and other assets that should be seen as important contributors and infrastructure for socio-economic development” (University of the Western Cape, 2015).

Eurolux Boland Park<sup>54</sup>, an International Cricket Council accredited cricket ground in Paarl is such a facility. Like other facilities in public hands, it faces an uncertain future.

Its major challenges relate to: the need to achieve its operational goals in a sustainable manner; its over-reliance on grant funding<sup>55</sup> to execute its mandate, the underutilisation and under-development of the facility, the need to become more socially relevant to the local community; and the rapid changes in the game with the rise of T20 cricket.

These challenges are not unique to sports venues in South Africa, but the situation is more acute since cricket facilities and its associated infrastructure, especially those built in the 90’s, are generally built for a single use and are aging.

Linked to this is the fact that the sport’s and user requirements have changed. There is therefore a general view that because of the age of the facility it is not meeting modern requirements and there is associated higher operational and maintenance cost. Moreover, that the current model of single use stadiums is unsustainable into the future.

Finally, the Board of Directors of Cricket Boland has the desire to make the facility more accessible to the local community by acting as a social hub (Cricket Boland NPC, 2015). This desire is driven by a general acceptance that the facilities at Boland Park is under-utilised and must be “shared” with the broader community.

Against this background, this case study will provide aspects of the consensus that are emerging on how to ensure the sustainability of the facility into the future. By putting its thinking into the public domain, even at this early stage, its is hoped that we can influence critical role players to buy into this vision.

Before doing so, it is however important to explain the mandate of its owners, Cricket Boland, the forces that impact on its use and the history of the site on which it was built.

### **2. The Mandate and how it operates**

#### **2.1. Introduction**

Cricket Boland’s mandate is to implement cricket development strategies in accordance with its operational agreement with Cricket South Africa; host events in accordance with the

---

<sup>54</sup> Eurolux holds the naming rights to the stadium.

<sup>55</sup> Cricket South Africa funds cricket programs from revenue generated centrally.

Stadium Operating Model and Hosting Agreement (SOMHA), and manage its shareholding in Western Cape Cricket (Pty)LTD (The Cape Cobra's Cricket Franchise).

Eurolux Boland Park is a critical enabler of this mandate in that it houses the headquarters of Cricket Boland and an ICC accredited cricket ground that host provincial, franchise and Protea matches.

This mandate, requires an appropriate governance framework and is interlinked with the mandate of Cricket South Africa, of whom it is a full member. This framework including its relationship with CSA is briefly discussed below.

## **2.2. Governance framework**

Cricket Boland Non-Profit Company, is a non-profit company in terms of the Companies Act, 2008 (Act No 71 of 2008). A non-profit company is required to be either a public benefit organisation or a cultural, communal or group interest organisation. It can therefore only use its resources or funds for the objective it was formed (Cricket South Africa , 2016).

The company is managed by a Board of Directors, who is responsible for the strategic direction of the company through its governance framework. The Directors have the powers of management granted to Directors in terms of Section 66(1) of the Companies Act and appoints a Chief Executive to manage the day to day affairs of the company. In terms of the Memorandum of Incorporation, the Board is comprised of seven Non-Independent Directors and five Independent Directors. The Chairperson of the Board is a Non-Independent Director who is elected by the Members Council.

The Members Council is the ultimate decision-making body of the company and appoints the Board of Directors, elects the President and Vice-President. The Members Council comprise of 27 members and is a representative body of the members who elects members to this body on a district basis proportional to the number of clubs in the districts.

## **2.3. Company objectives and relationship with CSA**

Cricket Boland's objectives include the promotion and development of cricket in the municipal districts of Cape Winelands, West Coast and Overberg, consequently all its funds must be directed to that objective<sup>56</sup>. In addition to this mandate Cricket Boland owns and operates the Boland Park Cricket Stadium, a first-class cricket ground, located on approximately 17ha of land in Paarl.

Cricket Boland is a full member of Cricket South Africa, who are governed by the same legislation.

Its relationship between CSA and Cricket Boland NPC is governed by an agreement called the Operational Model. This operational model is intended to guide Cricket Boland and the Boland Park stadium on how best to apply and allocate CSA grants to deliver strategies in a sustainable manner (Cricket South Africa , 2016). The model incorporates the key factors of sustainability and growth; focussed and effective spending to achieve CSA's vision; and, right sizing and alignment of structures and purpose (Cricket South Africa , 2016).

---

<sup>56</sup> Memorandum of Incorporation as adopted at the 2016 AGM.

The main aims of the model, according to the CSA Operational Handbook is to adopt best practice, standardisation and alignment of processes and systems across the cricket spectrum; and sustainability and growth.

Cricket Boland is also a minor shareholder in the Western Cape Franchise, the Cape Cobras who are owned by Western Cape Cricket Pty LTD.

#### **2.4. Funding model**

Cricket Boland receive the bulk of its funding from Cricket South Africa.

This funding model is activity based. It is therefore based on operations, operational structures and historical management, all of which are driven by the so-called Presidential Plan (Cricket South Africa , 2016). This funding is core to the basic deliverables of Cricket Boland and can be forfeited if, after evaluation of the submission of evidence at year end, the objectives are not met (Cricket South Africa , 2016).

The basic requirements expected from members to carry out cricket programs are covered by the Activity Based Funding with an incentive payment if CSA's development objectives are met. While the ABF is geared towards sustaining cricket in South Africa, the reward and incentive scheme is aimed at advancing, enhancing and growing the game across South Africa. The Incentive Scheme is therefore aimed at rewarding excellence and not competence (Cricket South Africa , 2016).

In 2016/17 financial year, Cricket Boland received an incentive score of 75%, meeting and exceeding the expectations under this agreement. This was a significant improvement on performance in prior years and points to the maturity and effectiveness of its operational programs.

#### **2.5. The Stadium Operating Model and Hosting Agreement**

Coupled with the Operational Model, Cricket Boland has also entered into a Stadium Operating Model and Hosting Agreement (SOMHA) with CSA. This agreement sets out the means to optimise the use of stadiums, according to CSA, and thus ensure future sustainability (Cricket South Africa , 2016).

CSA argues that it is imperative that stadiums are self-supporting operations and that the revenues generated (both self-generated and co generated) cover all operating and capital cost without any form of subsidy from CSA or from Cricket Boland's other operations (Cricket South Africa , 2016).

The SOMHA proposes a stadium operating and related revenue share model as a means of tackling sustainability of South African cricket stadiums.

### **3. The History of Boland Park<sup>57</sup>**

The formal amalgamation and the establishment of the united and non-racial Boland Cricket Board took place on 25 June 1992.

At the helm of the new dispensation were: Graham Bam (President) and Henry Paulse (Vice-President), with Executive Committee members: H. De Beer, T. Wicht, U. Moolman, L. Roos,

---

<sup>57</sup> This section relies almost exclusively on the work of Dr Hendrik Snyders and is reproduced here with his permission.

M. Oosthuizen, H. Bergins, B. De Jongh; P. Williams; A. Bailey; I. Cupido; M. Le Cordeur; C. Rodgers; G. Majiet; G. Fortuin; G. Braff; G. Booysen and D. Goosen.

As a temporary measure, the new organisation was initially housed at the University of Stellenbosch. This was short-lived and not long after Brackenfell in Cape Town's northern suburbs became the BCB's next home.

Despite infrastructural improvements by Brackenfell CC (the hosting club) and the Cape Town City Council, the situation was still not ideal. Particularly problematic was the availability of only three pitches when more was needed.

Furthermore, the boundary issues and resistance from various interested parties opposed to a potential transfer of Stellenbosch University to Boland continued. The search for a permanent home therefore continued. Against this background, the old Paarl Agricultural Show Grounds was identified as a future and permanent home for Boland cricket. This venue was not only centrally located but also were easily accessible for both fans and affiliates. In addition, it offered a symbolic space for transformation given the facility's own racial past.

Before 1976 and the sixth agricultural show, the Paarl Show Grounds was a segregated space in which Blacks were only allowed as paying spectators and labourers. Over time, it became derelict and after a stint as a racing track for stock-car competitions, its uses were minimal.

Negotiations were thus started with both the Drakenstein Municipality, the legal successor to the Paarl Municipality and owner of the facility and potential sponsors. Boland Bank came on board as a sponsor and financier of the project.

On Friday, 10th of February 1995 after extensive renovations, Boland Bank Park was officially opened with an official day-night Benson & Hedges fixture against neighbours Western Province. From a facilities and asset point of view, the Boland Cricket Board acquired a significant number of new assets. These included a decent oval, ten suites, floodlight capacity of 4320-kilowatt, a new pavilion and appropriate spectator facilities inclusive of a restaurant and terraces. From this base, the new body could move beyond the consolidation of a century-long tradition to the establishment of new cricket legacies in the rural areas of the Western Cape Province.

#### **4. The impact of Cricket Boland**

##### **5.1. Introduction**

While the social impact of the work of Cricket Boland is not the focus of this discussion, the following selected key points must be made in the context of Boland Park being the facility from where these processes is managed. This is so because inevitably within any evaluation of infrastructure, in this case the stadium, it is difficult to divorce it from the events and programs supported by that infrastructure.

In recent years, due to the incentive scorecard process and the measurement of its work, it is easier to quantify the impact of the organisation on the communities it serves.

These impacts are felt far beyond Paarl, where the organisation is headquartered.

The key impacts of the development programs of Cricket Boland is outlined below. It is not intended to be a comprehensive discussion but merely to illustrate the impact the facility has across three districts.

##### **4.1. Modified Cricket (KFC Mini Cricket)**

The KFC Mini-Cricket program is a scaled down version of the game with eight children per team and last approximately one hour. It is designed to introduce children between 4-13 to the game in a fun setting and to popularise the game. Other important aims are to:

- Lay the foundation for a lifelong interest in cricket
- Prevent better players from dominating
- Give all children irrespective of ability, an equal opportunity
- Provide physical exercise
- Develop self confidence and to
- Develop ball skills

Cricket Boland has consistently scored the highest of all CSA's affiliates in this program with 344 participating schools across the three districts and playing just under 2000 games a season.

Cricket Boland support this program through buying equipment and clothing; transport; hosting of provincial and regional seminars and festivals; accommodation and coaching courses.

Currently over 11000 children participate in the program, making it the biggest of its kind in the region.

#### **4.2. Youth Cricket**

The modified game transition to hardball cricket. Cricket Boland therefore obligate its coaches to attend Mini Cricket festivals and identify a specified number of the best players to be adsorbed into hard ball structures.

In corporation with Boland Schools Cricket and Club Youth Cricket Structures leagues are run across the three districts. The Hub system<sup>58</sup> caters for schools in disadvantage areas who together with traditional cricketing schools form the basis from which it selects the Boland Youth Cricket Teams that participate in national youth weeks.

The effectiveness of school cricket, as a component of the youth cricket program, is measured by "The Schools Quality Index". The SQI provides a barometer and measures cricket readiness at the level of facilities, coaches qualifications, matches played, number of teams and level of representation.

Cricket Boland has an impressive youth cricket program with 36 primary schools participating in formalised hardball cricket leagues of which 16 are schools based in townships. This translate to approximately 10% of primary schools, which given the cost and specialised facilities that the sport require is relatively high.

In high schools, the figure is even more impressive with a 18% participation rate and 22 qualified coaches serving the system.

#### **4.3. Club Cricket**

---

<sup>58</sup> CSA defines Cricket Hubs as effective cricket centres servicing a community within an area of jurisdiction of an affiliate.

The role of club cricket has changed in recent years. It is seen within the so-called pipeline as social in nature and is defined by Cricket South Africa as to “create a hospitable environment that attracts and retains individuals who want to participate in the game of cricket within a community”. Cricket Boland have 65 clubs across the three districts. These clubs participate in local leagues.

Clubs must comply with minimum administrative principles when registering and is annually accessed.

Cricket Boland administers an effective club league structure that include:

- Adherence to membership guidelines and procedures for registering a club
- Managing competition structures
- Compiling playing conditions, bye laws and codes of ethics
- Compiling and updating data-base of registered clubs and teams
- Compiling season fixtures
- Compiling logs, and
- Ensuring that participation information is updated on a information management system

#### **4.4. Women’s Cricket Development**

10 Senior women’s cricket clubs participate in league structures in the region with a feeder system of under 13 and under 19 girls team. The Program is relatively immature but steady progress has been made in this area over the last few years.

#### **4.5. Conclusion**

The purpose of this interlude was to demonstrate the impact of Boland Park as the headquarters and administrative hub of cricket in the Boland. This is a critically important role, since all of its funding is derived from sources outside of the area. This is not an insignificant amount per annum and excludes additional event-related visitation. The net impact on the regional economy is therefore a positive one since most of its staff and nearly all suppliers are local.

### **5. Recent Upgrades**

In anticipation of the future demand, EuroLux Boland Park recently underwent a major upgrade of its facilities. The following key projects were undertaken, namely:

- Projects to ensure compliance with the Safety and Sports and Recreational Events Act (SAREA)
- Turnkey project to install six new floodlights, complete with electrical infrastructure and simplification systems, ensuring compliance with the ICC requirements for Floodlights
- Upgrade of the changerooms
- VVIP, Presidents Suite, Media Centre upgrades
- Access control and
- Paving of approximately 3000 m<sup>2</sup>

## 6. Future plans

### 7.1. Introduction

For several years there has been a growing realisation in the sporting community in South Africa of the need to develop a model of sharing facilities by government, private organisations, tertiary institutions and schools (Sport and Recreation South Africa, 2012). There has also been growing recognition of the importance of multi-purpose sport facilities as a key enabler to achieve the objectives of the National Sport and Recreation Plan. This plan aims to encourage Local Government to build multi-purpose sports facilities claiming that this will:

- Contribute to youth development
- Contribute to the optimal use of facilities
- Contribute to integrated sport and recreation programmes and activities
- Contribute to diversification in sport and recreation
- Result in the seasonal usage of the facilities that will contribute safety and a sense of multi-disciplinary community ownership. (Sport and Recreation South Africa, 2012)

These challenges and the policy directives as set out in the National Sport and Recreation Plan present a need to develop a workable model for such facilities. This is the challenge that Cricket Boland want to lay down to serious stakeholders, namely to use the opportunity presented and develop such a working model in South Africa.

#### 6.1. Why Boland Park is the ideal case to invest in?

Boland Park is located on 170,754 m<sup>2</sup> of which approximately 38% is currently used. This leave a substantial part of the facility underutilised and undeveloped.

Significant scope exists to develop it for other uses (sports related or commercial or both), since it is conveniently located adjacent to the National Road linking Cape Town to its hinterland and.

Based on an initial assessment of the property, specifically the location and size thereof, the Board of Cricket Boland is confident that the property lends itself to be developed as a mixed-use precinct with a focus on commercial buildings and warehouses, combined with offices.

The challenge is that there is a restrictive title condition attached to the property, limiting its use to sports and related uses. This is therefore a key hurdle to exploiting it commercially.

It is the vision of the Board and Stakeholders of Cricket Boland to modernise the facility based on the concept of a community sports hub. "Community hubs are characterised by the co-location of community services with revenue streams alongside sports facilities, which form the heart of infrastructure developments (Davies 2016)".

It is also an aim to fund cricket development programs from own revenue thereby reducing reliance on outside parties. One can also say that there is a desire to complete the work of the founding fathers.

Mindful, that the Board, as a cricket organisation does not have the skill or risk appetite to develop the property on its own, it tested this concept in the market and found willing



partners to pursue this. To this end it agreed to execute this project based on a leasehold model.

The merits of this model are set out below:

- The leasehold development will allow Boland Cricket to retain a high level of control, input and financial interest in any proposed development.
- The leasehold development will secure a stable annuity income to Boland Cricket that escalates annually in line with inflationary increases.
- The developers will remain liable to pay market related rentals on all improvements to Boland Cricket irrespective whether they are able to secure or continue to secure tenants.
- The leasehold improvements are to be structured in such a manner to limit immediate income tax accruals and liabilities to Boland Cricket.
- All capital improvements will vest as property of Boland Cricket on expiry of the lease term.
- Boland Cricket will also vest a right of first refusal on leases to be disposed of by the developer.

## **6.2. The excluded stand**

An important element of the concept is the so-called excluded stand. This is a portion of the land on which no commercial development will be allowed and that is set aside for cricket and community facilities. This is depicted as the dark green area on which the Cricket Ground is located.

The vision is to further develop the cricket ground and related facilities in this portion and to attract other sport codes to locate here on the principle of not more but better facilities.



Due to its legal form (Non-Profit Company) it is obligated to reinvest all profits into cricket development thereby ensuring its legacy. The Board and its strategic partner will in the months to come bring a formal application to the Local Municipality in this regard.

- There is no working model for Multi-purpose sport facilities centred around an ICC accredited cricket ground in South Africa
- There is no legal framework from a local government perspective to enable this model in South Africa or the framework is weak
- There is no government program to realise the policy directive from the South African Government and there is therefore a need to clearly define and understand the factors that contribute to the success of this directive from a first-class cricket ground perspective

- The concept of multi-purpose sport facilities as espoused in the policy depend on public sector funding and there is no private/public partnership model for this concept in this context.

Notwithstanding these impediments, Cricket Boland and I am convinced with the right combination of vision and tenacity this vision can be realised. In any event, I concur with Davies (2016) that “if community sport hubs and other forms of sports infrastructure are to be used as a tool for wider urban regeneration in society, there is a need to create a more robust evidence base to firstly make the case for investment and secondly, to plan interventions to leverage maximum benefits for regeneration in the future”.

We have decided to embark on this road, mindful that we are merely giving the first steps in what will be a long walk. We invite likeminded visionaries in the public and private sphere to join us.

### **Bibliography**

Cricket Boland NPC, 2015. *Minutes of the Social and Ethics Committee of Cricket Boland*. Paarl(Western Cape): s.n.

Cricket South Africa , 2016. *Operational Handbook 1st Edition: All Playing for the same team*, Johannesburg: Cricket South Africa .

Davies, L, 2016. A wider role for sport:community sports hubs and urban regeneration, Sheffield

International Cricket Council, 2018. *ICC-cricket.com*. [Online]  
Available at: <http://www.ICC-cricket.com>

Sport and Recreation South Africa, 2012. *National Sport and Recreation Plan*. Pretoria: s.n.

University of the Western Cape, 2015. *The Case for Sport in the Western Cape-Socio-Economic Benefits and Impacts of Sport and Recreation*, Cape Town: Department of Cultural Affairs and Sport Western Cape Provincial Government.

End of case study

## CASES OF NGOS INVOLVED IN SPORT AND DEVELOPMENT

### CASE 14: GRASSROOT SOCCER: TACKLING ADOLESCENT HEALTH THROUGH SPORT

September 2017

Authors: Ben Sanders<sup>1,2</sup> Mbulelo Malotana <sup>1</sup>

<sup>1</sup> Grassroot Soccer South Africa, Cape Town, South Africa

<sup>2</sup> Interdisciplinary Centre for Sport Science and Development, University of the Western Cape, Bellville, South Africa

#### INTRODUCTION

Grassroot Soccer (GRS) is an international adolescent health organisation that educates, inspires and mobilises youth to overcome their greatest health challenges, live healthier, more productive lives, and be agents for change in their communities. GRS uses the power of soccer and innovative soccer-based activities to connect young people with the mentors, information, and health services they need to thrive, and empowers adolescents to make educated choices about pressing health challenges such as HIV, sexual and reproductive health and rights (SRHR), and gender-based violence. GRS's evidence-based programmes, led by trained local mentors (*Coaches*), incorporate soccer into dynamic lessons about health and wellness that engage young people and break down cultural barriers. With proven results and a constant focus on research and innovation, GRS has reached over 2 million youth in nearly 50 countries with adolescent-friendly health education.

GRS South Africa is an independent, locally registered non-profit organisation with a South African Board of Directors. GRS SA manages community centres in three locations, Alexandra and Soweto in Gauteng Province and Khayelitsha in Western Cape Province, as well as headquarter offices in Cape Town and Johannesburg. GRS has worked in nine provinces in South Africa, directly and through partnerships, providing capacity building and technical support for local organisations. GRS South Africa is affiliated with Grassroot Soccer, Inc., a global non-profit organisation based in the United States.

GRS South Africa delivers evidence-based programmes to between 20,000-40,000 adolescents per year in communities across South Africa. Since opening in South Africa in 2006, GRS has trained over 800 Coaches, reached over 330,000 youth, tested 52,000 at-risk youth for HIV, and distributed HIV prevention education materials to millions of South Africans through schools and mass media information campaigns. This includes established partnerships across all nine provinces across South Africa. During the past ten years and with the support of a wide variety of donors, GRS has developed leading evidence-based gender and sexuality education programmes in South Africa.

#### WORKING IN THE WESTERN CAPE

GRS began working in the City of Cape Town in 2009 in conjunction with the opening of the very first FIFA Football for Hope Centre in Harare, Khayelitsha. This centre is a three-way partnership between streetfootballworld (on behalf of FIFA), the City of Cape Town and Grassroot Soccer South Africa.

Since then, GRS has reached over 100,000 people in the Western Cape, predominantly youth from disadvantaged communities in the City of Cape Town. We have empowered these participants with our suite of evidence-based programmes, delivered at over 160 venues throughout the City of Cape Town. This includes delivering programmes in over 130 public schools at both primary and secondary level. It is important to note in this regard that we have aligned to our work to the Western Cape Education Department (WCED), the Department of Cultural Affairs and Sport (DCAS), Department of Health (WCDoh), Department of Social Development (DSD), and other role players in the province.

Grassroot Soccer contributes to the following Provincial Strategic Goals in the Western Cape:

**Strategic Goal 1: Creating Opportunities for Growth and Jobs**

Grassroot Soccer provides workforce experience for youth community workers, who are tasked to work as coaches or coordinators within GRS programmes. In addition, these personnel are capacitated with training courses in sport and management, and a tailored development programme, in order equip them to find permanent employment or move into education.

**Strategic Goal 2: Improving Education Outcomes and opportunities for youth development**

GRS delivers a range of interventions, before, during and after school, motivating learners to attend school more regularly. Research has shown that learners who engage in sport and physical activity perform better academically, while learners who remain healthy have higher attendance rates. GRS adopts a youth friendly approach and has aligned its work to the Provincial Youth Development Strategy by empowering young people to be healthy and develop leadership and employability skills.

**Strategic Goal 3: Increasing Wellness and Safety, and tackle Social Ills**

Grassroot Soccer contributes to the wellness of communities by promoting healthy lifestyles among participants. The programme keeps youth off the streets and improves learning outcomes, school attendance and discipline/behaviour, while combatting the various drivers of poor health among youth. Grassroot Soccer addresses social ill's such as crime, gangsterism, gender-based violence and substance abuse, while keeping participants engaged and productive after school hours.

**Strategic Goal 4: Enable a resilient, sustainable, quality and inclusive living environment**

Grassroot Soccer is committed to improving urban areas and providing community spaces for people to engage in sport and recreation, as well as life skills and other empowerment initiatives.

### **Strategic Goal 5: Embed good governance and integrated service delivery through partnerships and spatial alignment**

Grassroot Soccer has engaged with the government and civil society forums to ensure it can contribute to sustainable change in the Western Cape. GRS has formed partnerships with government departments and other important stakeholders operating at the provincial, district and local level to ensure that it can contribute to these organisations achieving their strategic objectives.

### **PROGRAMMES**

Grassroot Soccer has specific programmes designed for both primary school learners and secondary school learners. These curricula address the key risk-drivers young people face, including HIV and Sexual and Reproductive Health, tackling issues such as multiple partners, age disparate sex, substance abuse, early sexual debut, low condom use, and gender-based violence. The programmes use soccer-based activities and discussions to develop positive life skills that educate and empower young people to adopt healthy behaviours and gain a comprehensive knowledge of their health. Each year approximately 4000-6000 local youth graduate from SKILLZ programmes in the region.

The use of role models and peer educators to deliver our programmes is grounded in Social Learning Theory which suggested that “People develop stronger belief in their capabilities and more readily adopt modeled ways if they see models similar to themselves solve problems successfully with the modeled strategies, than if they see the models as very different from themselves” (Bandura, 1986). Using slightly older peer mentors to implement programmes to young people was justified by the idea that to increase the impact of this ‘modeling’, the “age, sex, and status [of the role model] ...and the type of problems with which they cope, and the situation in which they apply their skills”, should be as close to the participant’s own circumstances as possible (Bandura, 1990).

All of our programmes have been rigorously designed and monitored. Some examples include:

- SKILLZ Banyana is a soccer programme for girls aged 9-14 years old that integrates SRHR and HIV education, life skills, physical fitness and access to health services, while strengthening support networks through the mentorship of female role models. Created due to local demand, SKILLZ Banyana supports GRS’s mission by providing a platform for girls to participate in soccer development.
-

- Generation SKILLZ/Utshintsho is designed for male and female participants ages 15-18 and addresses the key risk-drivers of the HIV epidemic that affect the lives of secondary school-aged youth. The programme helps to build participants' skills, knowledge, and self-efficacy to prevent HIV as well as challenge the underlying social norms, particularly the gender norms that play a major role in fuelling the epidemic of HIV and gender-based violence.
- SKILLZ Girl is an evidence-based intervention designed for adolescent girls that combines GRS's HIV prevention curriculum with fair play soccer, SRHR, life skills, HIV counselling and testing, and access to community services. The programme is structured as a 14-session after school soccer league for girls ages 13-16. SKILLZ Girl challenges destructive gender norms while empowering girls with safe spaces to develop negotiation and mediation skills, learn about sexual and reproductive health, and gain self-confidence. GRS was named a Classy Award winner, one of the 10 most innovative nonprofits and social enterprises of 2017 for the SKILLZ Girl programme.
- SKILLZ Boy is a culture, mindset, and toolkit for teaching young boys aged 10-14, about SRHR, HIV prevention, power, violence, peer pressure, substance abuse, and self-efficacy. SKILLZ Boy creates simple and powerful connections between soccer and life with a strong emphasis on gender equality. The SKILLZ approach helps adolescent boys to reflect on their experiences and have relevant and meaningful discussions to question and challenge gender norms, building their capacity to achieve their goals, practice new behaviors, and support each other to be positive role models in their community.
- SKILLZ Plus is implemented primarily with HIV positive adolescents aged, 10–19 years old, through a curriculum of soccer-based activities that support and guide participants through issues such as acceptance, disclosure, healthy living, access to services and adherence to treatment. Via its partnerships approach, GRS partners up with Community Based Organisations that work with HIV positive adolescents and trains and supports their staff to deliver the SKILLZ Plus programme.

In addition to delivering programmes through schools, GRS also works in community venues in conjunction with local leaders and ward representatives. An example of this is the Community Soccer League, housed at the Football for Hope Centre, which is open to all persons resident in the area. This initiative helps to develop community strength in Khayelitsha by bringing young people together to play in a daily soccer league and participate in Grassroot Soccer life skills activities.

## RESULTS

Research, monitoring and evaluation are central to the work of Grassroot Soccer. The organisation has participated in over 30 research studies in numerous countries, often

partnering with academic institutions such as the University of the Western Cape and London School of Hygiene and Tropical Medicine, to evaluate their work. Constant research and revision are vital to ensure GRS remains effective and responds to the changing dynamics of HIV, youth development and adolescent health.

- *Improvements in Knowledge, Attitudes and Communication*

GRS measures any changes in knowledge, attitudes and communication using pre-post surveys delivered at the beginning and end of interventions. Results over the past decade, from intervention data across both direct implementing sites and partners, have shown consistent increases in knowledge around HIV risk factors, improved communication around HIV and SRHR issues, improved gender equitable norms, reduced HIV stigma and improved attitudes to people living with HIV (Grassroot Soccer, 2016). This has been complimented by external evaluations, including a number of randomized control trials (RCTs), which have shown the GRS participants are more likely to have higher knowledge levels and more desirable attitudes than their counterparts.

*“I learned a lot of things I did not know about HIV and AIDS. I learned a lot in the game Fact/Nonsense and how to socialize with children from other schools. We also learned how to dribble, and other soccer skills that will improve our game.”*  
(SKILLZ Girl Participant)

*“The Community Soccer League takes us away from bad things we used to do during the weekends in the community. Coming here, it gave us some skills to educate people to get them out from bad things they are doing. On our team, we have some players that used to use drugs. The Coaches from GRS tell us you cannot just help yourself, you have to help each other. So I started telling others, ‘You can do better’. Now they are playing on our team, they have left drugs.”*  
(Community League Participant)

- *Uptake of Services*

Changes in knowledge and attitudes are important but do not necessarily translate into behaviour change. In line with the increased biomedical focus and 90-90-90 targets of the global HIV sector, GRS has improved linkage to services among its adolescent participants to ensure they can access and adhere to critical HIV and SRHR services. Studies have shown that GRS participants are more likely to uptake HIV testing (see table below) and the organisation has developed a programme specifically to cater to the needs of HIV positive youth, in order to provide support and ensure adherence to treatment and care. Two RCTs conducted in Bulawayo, Zimbabwe, demonstrated that GRS male participants were 3-5 times more likely to uptake voluntary male medical circumcision (VMMC) than their counterparts (Kaufman et. al, 2016). VMMC has been recognized as a cost-effective means to prevent HIV and AIDS, as it



reduces the likelihood of a man contracting the virus by up to 60%. A process evaluation also demonstrated that the coach-participant relationship, including clinic accompaniment and follow-up, were major reasons for a participant choosing to uptake VMMC (DeCelles et. al, 2016). In this intervention, the implementing coach is also circumcised, tying back to the idea of relatable role models and the peer mentor methodology.

### HIV testing among participants

3x increase in HIV testing as well as an increase in readiness to test

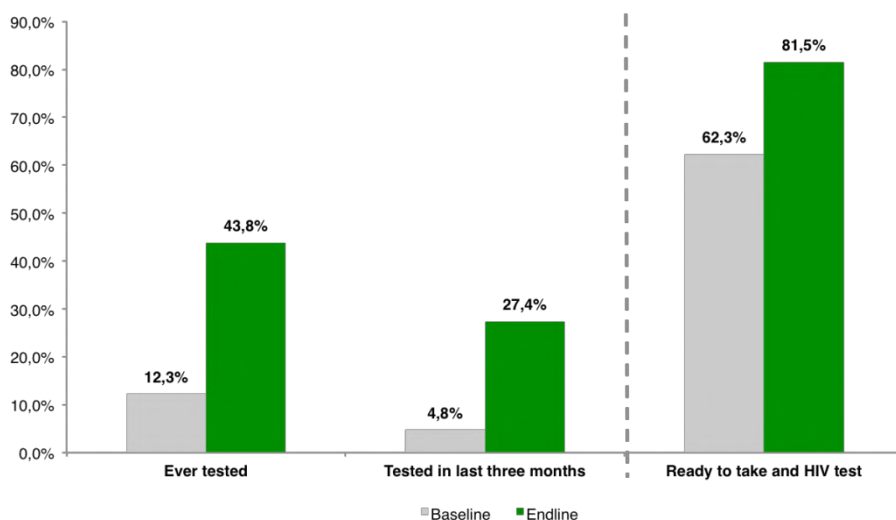


Figure 4: Uptake of HIV testing among GRS female participants in South Africa

### - Tackling Gender Based Violence

Gender Based Violence is widely recognized as a structural driver of the HIV epidemic, including physical, sexual, emotional and economic forms of violence as well as across various relationships, including intimate partnerships. Research has shown that HIV and AIDS programmes that address gender and power are five times more likely to be effective than those that do not (Jewkes & Morrell, 2010). As a result, GRS has deliberately incorporated content around gender in all its programmes to transform harmful gender norms. The use of soccer, a male dominated sport in sub-Saharan Africa, is particularly important here as girls engaging in this medium provides an opportunity to challenge existing binaries. Results from a longitudinal study conducted with the Human Sciences Research Council and International Centre for Research on Women, showed that GRS female participants were less likely to accept violence and more likely to disclose incidents of violence when they do occur. Qualitative research also indicated that some girls chose to leave abusive relationships and had developed greater self-efficacy (Sanders et. al. 2017).

### PERCENTAGE OF GIRLS WHO DO NOT JUSTIFY VIOLENCE

Fewer girls justify violence against girls in both age groups

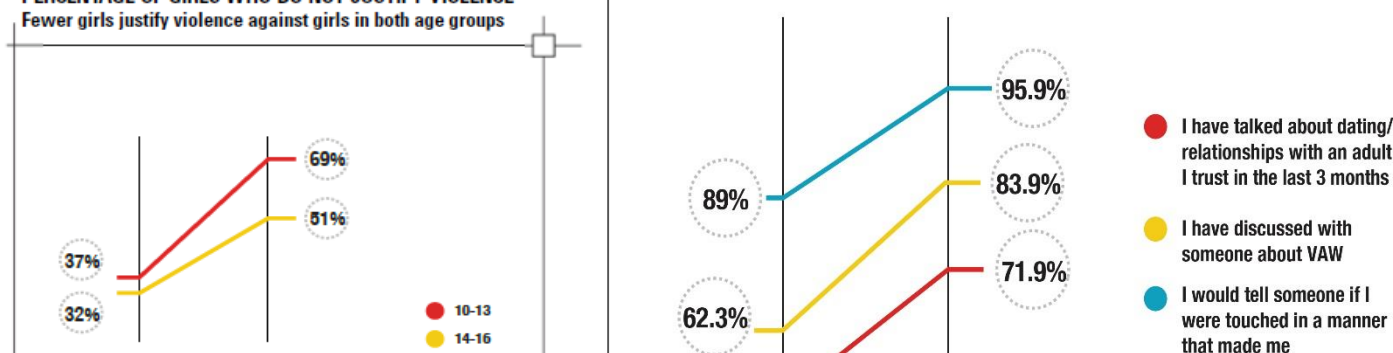


Figure 5: Percentage of GRS female participants justifying and reporting violence in South Africa

GRS has many more promising results and insights and recently published a report detailing our approach to using sport as a vehicle for social change with adolescents. Five major themes emerged as to why our use of a sport-based youth development approach can stimulate positive change. These include the value of sport in creating relationships; the physical nature of sport; the gendered dimensions of sport; the way sport can empower adolescents and the manner in which it can engage adolescents in meaningful discussions (Barkley et. al, 2016). Each of these points has been alluded to above, but it has become clear that the methodology of a sport based developmental approach is critical to achieving results, and informing the future design and delivery of interventions.

GRS hosts community soccer tournaments during which we work with local partners to offer free HIV testing and counselling among other health and wellness services. At these tournaments, each participating team is assigned a trained GRS SKILLZ Coach who spends the entire day with the team, delivers GRS curriculum between games, and helps to explain the HIV testing process. The GRS Khayelitsha team tests approximately 1,000 young people and community members each year

*“We tested because the Coaches were supportive and we felt like it was the right thing to do. It is right to know your status.”* (HCT Participant)

GRS not only views SKILLZ Coaches as crucial implementers of the GRS curricula, but as the next generation of community leaders and change agents. In this light, we place a high priority on assisting Coaches to develop the necessary life skills to become employable so that they can be healthy, contributing members of their community when they leave GRS. As such we launched a Coach Development Programme in 2013, with an ambitious goal is to have 100% of our departing Coaches leave to full time employment or continuing education by the end of 2017.

The Coach Development Programme includes:

- *Training to deliver Grassroot Soccer curricula*
- *Weekly life skills development courses, including employability and financial education, leadership, community engagement, and sexual and reproductive health sessions*
- *1-on-1 computer and employability skills sessions*

- *Linking coaches to available external learnership or skills development*

Furthermore, it must be noted that GRS has seen remarkable outcomes among our Coaches, who can also be considered beneficiaries of our work. Over 75% of coaches in South Africa have moved onto further employment, education or training (EET) following their tenure at GRS, while a Social Return on Investment study among coaches in Khayelitsha showed that every R1 invested in a Coach yielded a return of R1.71 for society at large over a period of five years (Sanders & Raptis, 2016).

## CONCLUSION

Grassroot Soccer has worked hard over the years to develop a suite of evidence based programmes and approaches to empower young people to address a variety of developmental challenges that exist in the Western Cape and more broadly. Many of these programmes have been shown to engage young people, especially adolescents, in meaningful ways, and have delivered impressive results relating to youth development and health seeking behaviour. As such many organisations have expressed interest in the GRS methodology and have used our approaches to reach their communities, with technical assistance from Grassroot Soccer. The organisation has sought to align its work to broader systems and stakeholders, including the relevant government departments though it acknowledges more can be done in this regard. There is always room to improve and Grassroot Soccer strives to continually reflect upon its work, and learn from other role players. The organisation remains committed to developing a broader range of partners across various sectors, to ensure that it can continue to change the game for young people in the Western Cape.

## REFERENCES

- Bandura, A. (1986). *Social Foundations of Thoughts and Action: A Social Cognitive Theory*, Englewood Cliffs, NJ: Prentice Hall.
- Bandura, A. (1990). 'Perceived Self-Efficacy In The Exercise Of Control Over Aids Infection', *Evaluation and Program Planning*, Vol. 13, pp. 9-17.
- Barkley, C, Warren, J and Sanders, B. (2016). "More Than Just A Game: Sport as a Communication Platform in Sexuality Education for Adolescent Girls." Cape Town: Grassroot Soccer.
- DeCelles, J, et al. (2016). "Process Evaluation of a Sport-Based Voluntary Medical Male Circumcision Demand-Creation Intervention in Bulawayo, Zimbabwe." *Journal of acquired immune deficiency syndromes*, 72.Suppl 4: S304.
- Grassroot Soccer (2016). Research Report. Accessed 1 August 2017; retrieved from [https://www.grassrootsoccer.org/wp-content/uploads/2016/04/originalgrs\\_research\\_report\\_2016\\_web\\_version.pdf](https://www.grassrootsoccer.org/wp-content/uploads/2016/04/originalgrs_research_report_2016_web_version.pdf)
- Jewkes, R, and Morrell, R (2010). "Gender and sexuality: emerging perspectives from the heterosexual epidemic in South Africa and implications for HIV risk and prevention." *Journal of the International AIDS society* 13.1: 6.

Kaufman, Z., et al (2016). "A Sport-based intervention to increase uptake of voluntary medical male circumcision among adolescent male students: results from the MCUTS 2 cluster randomized trial in Bulawayo, Zimbabwe." *Journal of acquired immune deficiency syndromes* 72.Suppl 4: S297.

Sanders, B, Barkley, C, Advani, N, Banciu, R, Das, M, Cooper, A. Moolman, B. (2017). *Changing the Game for Girls: Encouraging Results from a Longitudinal Study of a Soccer-Based HIV & SGBV Prevention Program for Adolescents in South Africa*. SA AIDS Conference 2017.

Sanders, B. (2016). Young People in Meaningful Work: Using Sport to Generate a Positive Social Return on Investment in South Africa. Commonwealth Conference on Youth Work. Pretoria.

## **CASE 15: AMANDLA EDUFOOTBALL: CASE STUDY (2013)**

Karl Voisey

### **Introduction**

The purpose of this document is to present AMANDLA EduFootball (AMANDLA) as a case study of an organization who uses sport as a tool for social change.

The study briefly presents AMANDLA's background and provides a broad organizational overview. It then presents the problem that AMANDLA is attempting to address, and summarises AMANDLA's approach in addressing the problem. The study proceeds with an overview of the results from the last programme cycle in 2012, and finally presents data that makes a case for AMANDLA's broader impact in the field of youth crime prevention and formal education.

### **Background**

AMANDLA EduFootball (AMANDLA) is an international Non-Profit Organisation that has a base in both South Africa and Germany. The organisation's mission is to create safe spaces that bring together the power of football and learning to empower youth and change lives. This informs AMANDLA's vision of a world where all young people access equal opportunities, strive to realise their full potential and dare to dream.

AMANDLA's dynamic approach is founded on community and youth participation, shared expertise, innovative thinking, on-going reflection and replication.

AMANDLA was founded in 2006 by two volunteers who had spent one year living and working in Khayelitsha. During this time they recognized a desperate need for supplemental, educational after-school programmes for young people living in residential childcare facilities based in disadvantaged communities.

In the first few years AMANDLA's participant were primarily young people who had become accustomed to an independent and unsupervised street-life, through growing up in dysfunctional family environments. The founders experienced first-hand how, during residual time, young people were vastly under-stimulated and unsupervised, leading to participation in gangs and their involvement in risky behaviour.

AMANDLA immediately recognized the power of football in recruiting and maintaining the interest and commitment of young people. AMANDLA's beneficiary outreach has increased by 115% since 2007 (*see figure 7.1 and 7.3 below*). In 2008 AMANDLA developed the strategy of

working through local partner organisations, such as orphanages, children's homes, youth detention centres, drug rehabilitation centres, shelters for street children and other organisations operating in the sector. AMANDLA'S partnership base increased from 10 in 2007 to 45 in 2011 (*see figure 7.4 below*)

By the end of 2008 AMANDLA had completed the building of the Chris Campbell Memorial Field (CCMF), in partnership with the CTC Ten Foundation. The CCMF was the first artificial turf field in Khayelitsha and was built in the middle of an area characterised by some of the worst crime statistics in South Africa.

Colonel Piet Bergh, Support Head of the Khayelitsha Police says: ***"The facility has made huge inroads in the proactive addressing of children and their time. The fact that the time is spent in a developmental fashion and in a positive environment also alleviated the problems of criminal activities, especially during the holiday period."***

AMANDLA has become a significant role-player in international networks and projects throughout the *sport for development* sector. National and international partners include the United Nations Office of Sport for Development and Peace (UNOSDP); the International Federation of Association Football (FIFA); the Foreign Office of the Federal Republic of Germany; The streetfootballworld Network; the University of the Western Cape (UWC); The Oliver Kahn Foundation; the German Technical Cooperation (GTZ/GIZ); Coaching for Hope; the City of Cape Town and the South African Police Service (SAPS).

In 2012, AMANDLA won the internationally renowned Beyond Sport Award for the world-wide best project in the category sport for conflict resolution. After a visit to AMANDLA's programmes in 2009, Wilfried Lemke, Special Adviser to the United Nations Secretary-General on Sport for Development and Peace wrote: ***"The initiative is an extraordinary example of the application of sport as a tool for development and peace-building efforts."***

AMANDLA is currently leading a global campaign that aims to have provided 20,000 vulnerable young people in the world's 10 largest and violence stricken slum areas with access to 10 Safe-Hubs of holistic learning and development through a football based programme model focusing on health, violence prevention, education, and employability.

## Monitoring and Evaluation Strategy

As part of its core strategy AMANDLA rigorously monitors and evaluates the impact of its activities and constantly modifies its approach in order to be relevant to its beneficiaries needs. In addition to sourcing external data from its partners, such as the University of the Western Cape, The International Committee of the Red Cross and the South African Police Service, AEF uses a six pillar M&E system to monitor and evaluate its impact:

- Pillar one:** Ex ante data is captured prior to the start of each 9 month programme cycle
- Pillar two:** Output data is monitored on an ongoing basis over the 9 month programme cycle
- Pillar three:** Ex post data is captured at the end of each 9 month programme cycle
- Pillar four:** Output results are summarized and published in Monthly, Quarterly and Annual Operational Reports, and used to inform programme strategy and design
- Pillar five:** Outcomes results are evaluated and published in the annual Programme Evaluation Report
- Pillar six:** Long term impact is evaluated through partnerships with external experts  
Programme Approach

AMANDLA has adopted a holistic and long-term approach to youth development and the prevention of crime and violence. AMANDLA recognizes that the problems it is attempting to address are caused by a myriad of factors that converge in a complex and unstable environment. The AMANDLA approach promotes a targeted and coordinated response, bringing together the expertise and resources of multiple stakeholders. Long term sustainability and large scale impact require mobilization of state involvement and resources. To this end AMANDLA's approach is aligned with relevant policy documents such as the Youth Development Strategy of the Western Cape Department of Social Development.

The long-term envisioned outcome of the AMANDLA approach is the ordered, productive and stable transition of young people into adulthood. A reduction of youth gang membership and a decrease in anti – social behaviour are indicators that speak to AMANDLA's long – term anticipated outcome. Short term measureable outputs and outcomes, as seen in the Theory of Change and Programme Logframe, assist in monitoring progress towards the long – term outcome.

The AMANDLA Theory of Change provides a simplified overview of how the proposed intervention contributes to a young person's life journey. Young people between the ages of

11 and 25 are recruited into the programme through a range of activities. They enter the programme at different stages of their development pathway and with different background contexts. Many of them have grown up in dysfunctional families and communities, and have managed through internal resolve to overcome the associated stark challenges. Many of them have begun to seek support and belonging from deviant peers or gang structures, and have already become involved in violent and criminal behaviour. The majority of them have little hope for their future beyond what they encounter on a daily basis.

Through experience AMANDLA has identified that, in relation to their role in violence and gangs, young people attending their programmes can be classified into three groups. AMANDLA has successfully developed programmes that are a viable time option for all of the three groups to commit their time to. The first group includes young people who do not directly get involved in violent and criminal behaviour, despite the negative conditions that they face in their communities, homes, school and life in general. They have made the decision, through internal resolve, not to let their lives be drawn down this path. The second group includes the young people who are direct perpetrators of violence and crime. They are the young people who have actively sought belonging, support and protection from gangs in an environment where despair and hopelessness was overwhelming. This group are regular perpetrators of adhoc and premeditated violent behaviour and criminal activity. The third group includes young people who are fence sitters. They recognize the world of risky behaviour as attractive, engage in it to a certain extent, but are not yet part of a gang and are not yet regular perpetrators of violence.

All three groups grow and develop under the threat of violence of different kinds. Research shows that while most of the young people will not themselves be direct perpetrators of violent, criminal actions, many of them will exist in a social environment in which violent crime is a permanent accompaniment to their lives. Some of them may be in a house where violence and abuse has been present from early childhood. They would have grown into their teenage years believing this to be a 'normal' thing. However, research also shows that the experience of such abusive domestic violence also plays a significant role in enabling that same young people to develop the necessary pools of resilience and coping mechanisms to handle this kind of environment.

The foundation of the AMANDLA Holistic Programme Model is the creation of a new world for young people through the 'Safe Hub'. This is an environment in which young people's physical and emotional safety is ensured and their rights are recognised. It is a place of learning and growth where they are encouraged to explore their independence and individuality. It is a place where young people have a sense of belonging and where a healthy value system is promoted by all. It is an environment where the 'risk factors' that young people face on a daily basis are reduced, and where the 'protective factors' are increased. Young people are encouraged through the creation of a child friendly environment to move off the street corners into the Safe – Hub, where they can make a more informed decision that the Safe - Hub is where they want to spend their time in the afternoons.



Within the conducive environment that the Safe – Hub creates, AMANDLA implements simple and effective activities for young people on a daily basis. The foundation of all activity is football. High quality football is fundamental in achieving regular and consistent attendance. Without regular and consistent attendance the ability to influence attitude and behavior is limited.

Football is the sport that the vast majority of young South Africans associate themselves with. It is a draw card for the masses. Young men and boys want to play football more than anything else. They want the football to be of a high standard and ideally it should be connected to the opportunity of becoming a professional footballer. They want to have access to decent training facilities, competent coaches and referees, and a high standard of competition.

Football has the ability, like nothing else, to draw young men and boys off the streets into a safe and developmental environment. It also provides the opportunity, through the framework of rules and the promotion of sportsmanship, to positively influence young people's behaviour.

The AMANDLA Fair Play Football Programme provides high quality football activity on a daily basis through ongoing leagues and tournaments.

The aim of the Fair Play Football Programme is both to improve the physical health and football ability of young people, and to strengthen their sense of safety, acceptance and belonging.

Through providing quality football training and competition young people are able to develop their football skills and become physically healthier. This physical development facilitates the building of self-esteem and self-confidence. A social climate of safety, belonging and acceptance is created through healthy interaction between teams of young people and role model coaches. This environment is promoted through the Fair Play Football scorecard, which awards points for respect, teamwork, dealing with frustration and dealing with setbacks.

The young people in the second group referred to above, those already involved in violent and criminal behaviour, are the most difficult to gain commitment from. They have entered into a world of risk and reward. The rewards are things like drugs, sex, money, fear and respect. Football has the power to capture the attention of even this group. AMANDLA actively recruits young men and boys already deep into gang activity through engaging with these young people on their level and in their environment.

A natural process that football facilitates is the emergence of young leaders. AMANDLA encourages the selection of captains through the coordination of a captains committee. The captains are encouraged to give input to the management of the programme, through establishing a disciplinary committee and managing a disciplinary procedure. Furthermore, AMANDLA has created the opportunity for ambitious and motivated young leaders to build their leadership capacity and strengthen their future prospects through enrolling for the Leadership Programme.

Research shows that crime and violent behaviour increase dramatically on Friday and Saturday nights. Young people susceptible to violence are bored, fueled with alcohol and drugs and motivated by the exciting atmosphere generated by the freedom of the weekend. With the objective of providing a viable and 'normal' alternative for young people, relevant to their needs, AMANDLA launched the Crime Prevention Night League as part of its programme model.

This unique and innovative approach of community based night time football has been a resounding success. High numbers of young men flock to the Safe – Hub every Friday and Saturday night, between early evening and after midnight, to participate with their friends and peers in a robust and vibrant football league held under flood lights. The environment is peaceful, safe and free of alcohol and drugs. Young men aligned with opposing gangs put their grievances and weapons aside in the interest of high level football competition and sportsmanship.

Young people's need and desire for more in depth guidance, support and mentorship encouraged AMANDLA to explore an additional, more targeted intervention that could be integrated with the football. Informal discussion around specific personal development topics were occurring regularly and naturally between coaches and participants. The instability and confusion caused by peer pressure and gang influence caused young people to reach out for support in an environment that is stable and safe.

Over the course of 2012 AMANDLA used the input from coaches and participants to develop a 50 session Life Skills activity curriculum, integrated with football, called the 'Go for it' curriculum.

The objective of the curriculum is to provide structured mentorship and personal development support to young people, with the aim of strengthening their ability for positive and adaptive behaviour, enabling them to better deal with the challenges of everyday life.

The curriculum is divided into 4 phases and delivered over a 10 month period. The first phase of the curriculum is called the Golden Thread. This phase aims to lay the foundation of a safe and trusting environment between the players and the coach. The phase is built on the understanding that many young people come into the Safe Hub environment distrustful of adults. They have been let down repeatedly by the adults closest to them, limiting their ability to build healthy trustful relationships with other adults. Without building healthy and trustful relationships it is impossible for the coaches to have any influence on their thoughts or feelings. These young people are often the ones most distant, disruptive, and susceptible to anti – social behaviour. Through the coach openly making a commitment to the young people, the foundation for the development of a healthy relationship is established. Elements of the Golden Thread, such as the reference to a 'place of safety', the team agreement, the team cheer, and constant positive reinforcement are revisited consistently and systematically throughout the 50 sessions.

Phase 2 of the curriculum is called 'My Position' and aims to strengthen young people's sense of identity, self-awareness and self – esteem. The phase explores identity, background,

strengths and weaknesses, dealing with feelings and emotions, and building personal resilience. Young people's exploration of these concepts and understanding of how they influence their lives are fundamental in strengthening their ability to make good decisions. The concept of 'uniqueness' is introduced and explored with the understanding that for some young people dealing with a deep sense of hopelessness and despair can lead to substance abuse and seeking belonging, approval and identity from gangs. Exploring their identity and background helps young people build a sense of pride and self-worth, promoting responsibility and the reduction of risky behavior.

Phase 3 of the curriculum is called 'My Team' and aims to support young people with managing their peer relationships and building a network of support. The concept of young people identifying and strengthening their 'life team' is explored. Peer alignment is a strong force for young people at this age. Gaining approval from your friends and peers is more important than anything. Within this phase the topic of friends and peer pressure is addressed. Risky behaviour such as the abuse of alcohol and drugs are dealt with. The role of friends is discussed and the importance of choosing friends that will have a positive influence of your life is reinforced. Dysfunctional community and family structure and the need to identify alternative support are discussed. The inviting call of gang belonging and security is also addressed along with the repercussions thereof. The importance of having positive role models is discussed and young people are encouraged to identify and engage with role models from their immediate surrounding as part of building their support structure. The responsibility that young people have to be a support structure for their peers is also addressed, as is the importance of how each individual can be a positive role model to their younger siblings.

Phase 4 is called 'My Game' and aims to support the participants in setting concrete and realistic goals for their future. The importance of making good decisions, such as committing to school, is discussed as a fundamental part of achieving ones goals. The repercussions of risky behaviour are discussed in relation to the young people's dreams and goals for the future. The importance of having ambition is discussed and the participants are motivated to break out of their restricting paradigms.

The natural emergence of young leaders through football was mentioned earlier. AMANDLA recognizes this as an opportunity to harness this natural leadership ability, build on it, and use it as a positive force in fighting against violence and crime.

The AMANDLA Leadership Programme is the pinnacle of the Holistic Programme Model. The programme consists of a Junior and Senior component, and targets twenty young people who have emerged as leaders through the Fair Play Football and Life Skills Programme. The programme is a significantly higher investment per individual than the other programmes and thus requires a high level of commitment from programme participants. By harnessing and building on innate leadership ability the return on the programme is exponential. Graduates

not only make significant personal change but also have an influence on their peers, siblings, and their communities in general. Through the programme the critical need for positive community leadership and role models is addressed.

Each ten month Junior Leadership Programme cycle targets ten young school goers between the ages of 15 and 18. The objective of the programme is to provide young leaders with academic support, work experience, leadership training and ongoing mentorship. The programme aims to support the participants in completing school successfully, to assist them in developing a concrete post school plan and to build their leadership ability. All young people participating in other AMANDLA programmes are encouraged to apply. The application process is robust enough to ensure that the participants selected have the necessary motivation and commitment to complete the programme.

The practical work experience programme component enables the participants to earn a small stipend through refereeing in the Fair Play Football Programme. The participants are encouraged to continue captaining their teams and participating in the Fair Play Football activities in order to continue to invest and role model their leadership ability with their friends and peers.

The Senior Leadership Programme takes the logical next step by providing ambitious young leaders the opportunity to break out of the cycle of poverty. The Leadership Programme provides young leaders with this opportunity through building their professional prospects while simultaneously using their knowledge, skill and contagious positive attitudes to add value to the AMANDLA Fair Play Football and Life Skills programmes.

Research tells us that the route to breaking long standing intergenerational poverty is through providing young people with the opportunity to improve their economic status. The key factors that catalyse the process of socio-economic progression, is a solid education/skills base and a permanent, well paid job with prospects for graduation and improvement over time.

While job creation and education/employability and skills development is not AMANDLA's core business, a programme aimed at preventing violence among young people cannot afford to ignore the critical importance of this element.

The Senior Leadership Programme is implemented over a 24 month programme cycle. It targets young people, between the ages of 19 and 25, who have completed school. Ideally the programme participants would be young leaders who have emerged as captains from the AMANDLA Fair Play Football Programme and successfully graduated from the Junior Leadership Programme. AMANDLA recognises that this progression will require at least 3 years and so will recruit for the first cycle more broadly. Once again it is important to note

that the application process is robust enough to ensure that the participants selected have the necessary motivation and commitment to complete the programme.

The objective of the programme is to provide young leaders with nationally recognized skills in Child and Youth Care Work and Community Coaching, practical work experience, employability training, and leadership development. The programme aims to support the participants in moving into employment, education or training, and to continue their stable transition into adulthood.

The Leadership Programme participants play a vitally important role in achieving the anticipated outcomes of AMANDLA's Fair Play Football and Life Skills activities. They are AMANDLA's coaches and role models and hence the face of the programmes on the ground. They are responsible for creating a safe and welcoming environment for their younger peers.

The benefit of having coaches who have emerged as young leaders off the same street corners is that they have experienced the same existence and as a result have contextual credibility. The challenge of youth gang violence is of particular relevance in this regard. A coach who has experienced and overcome the challenges associated with life in a gang first-hand will be able to provide life changing mentorship and advice for young men with similar challenges. AMANDLA believes that in order to be relevant to the daily challenges faced by the participants, the coaches and role models need to have shown the internal resilience to progress in this toxic environment.

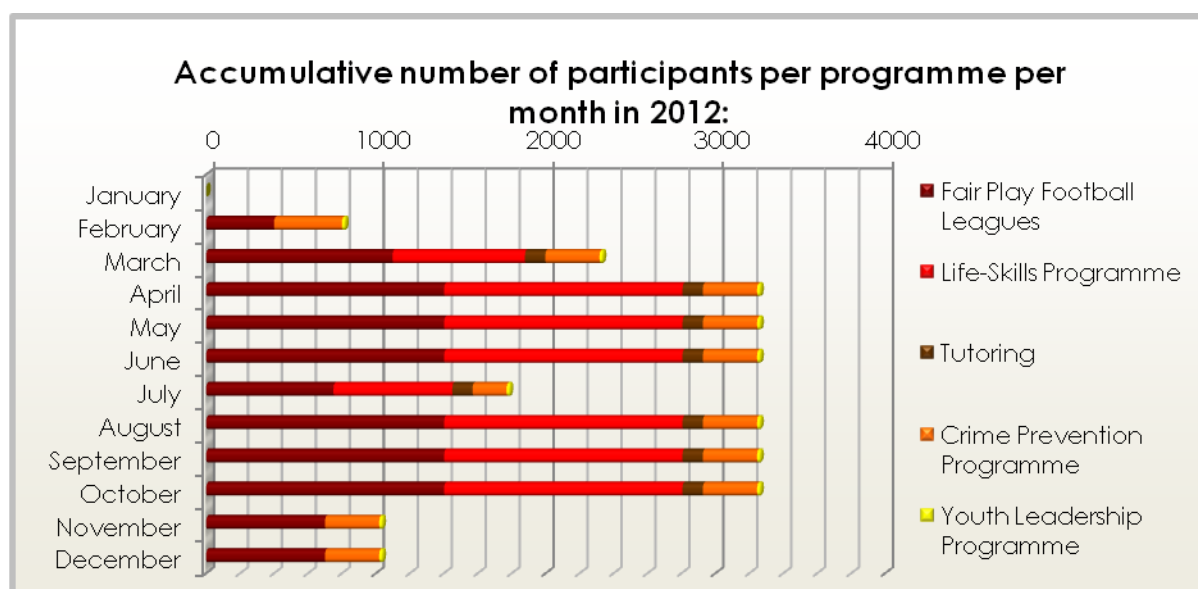
In addition to the significant investment in skill development that AMANDLA makes per leader over the 24 month period a stipend is to each participant on a monthly basis.

## **Programme Results**

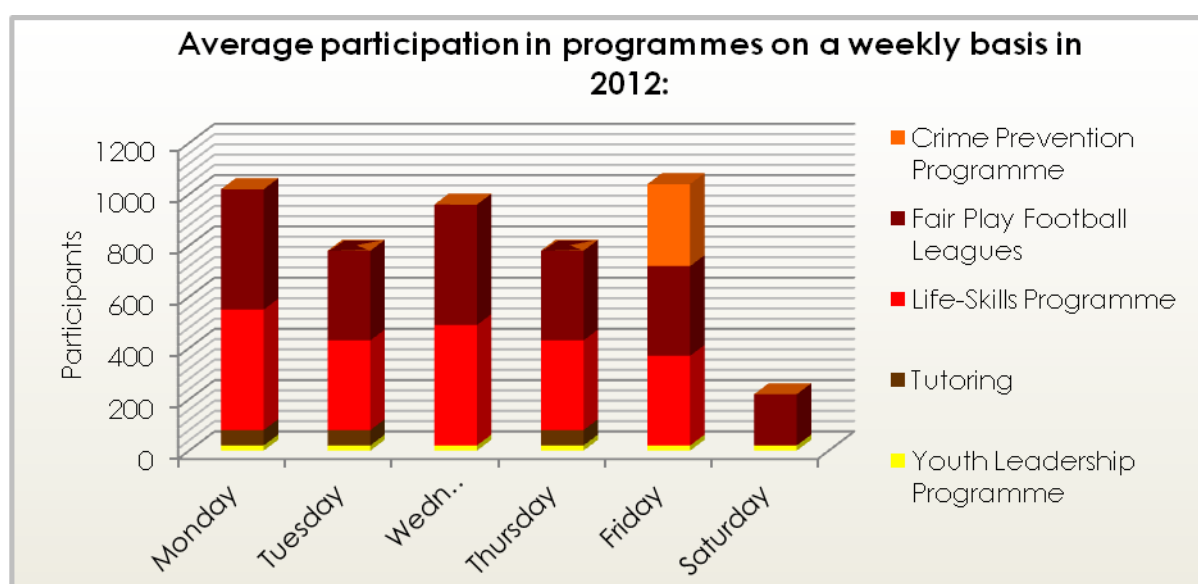
### **General Programme Outputs – 2012**

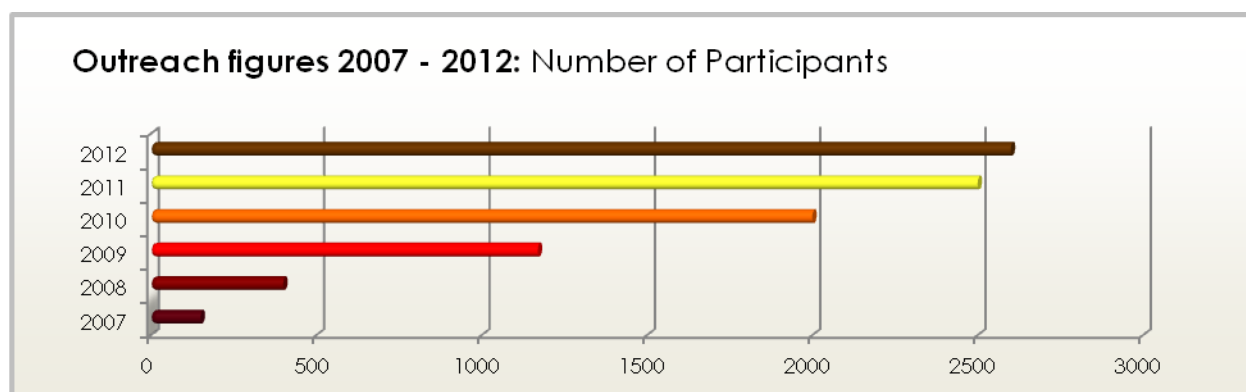
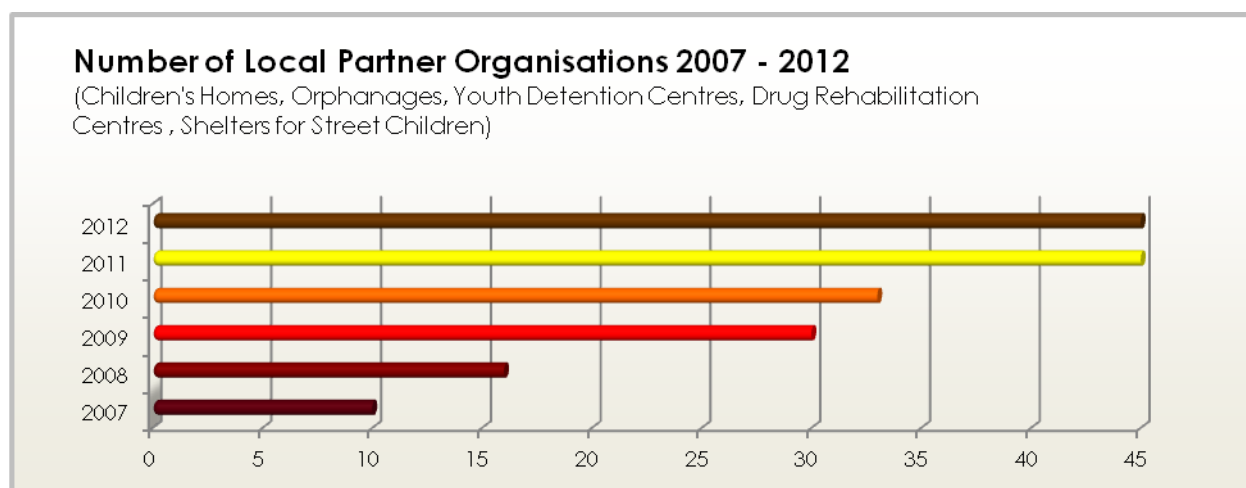
The following graphs (7.1 – 7.3) provide an overview of the weekly and monthly allocation of participants in the AMANDLA EduFootball programmes.

**Figure 7.1**



**Figure 7.2**



**Figure 7.3****Figure 7.4**

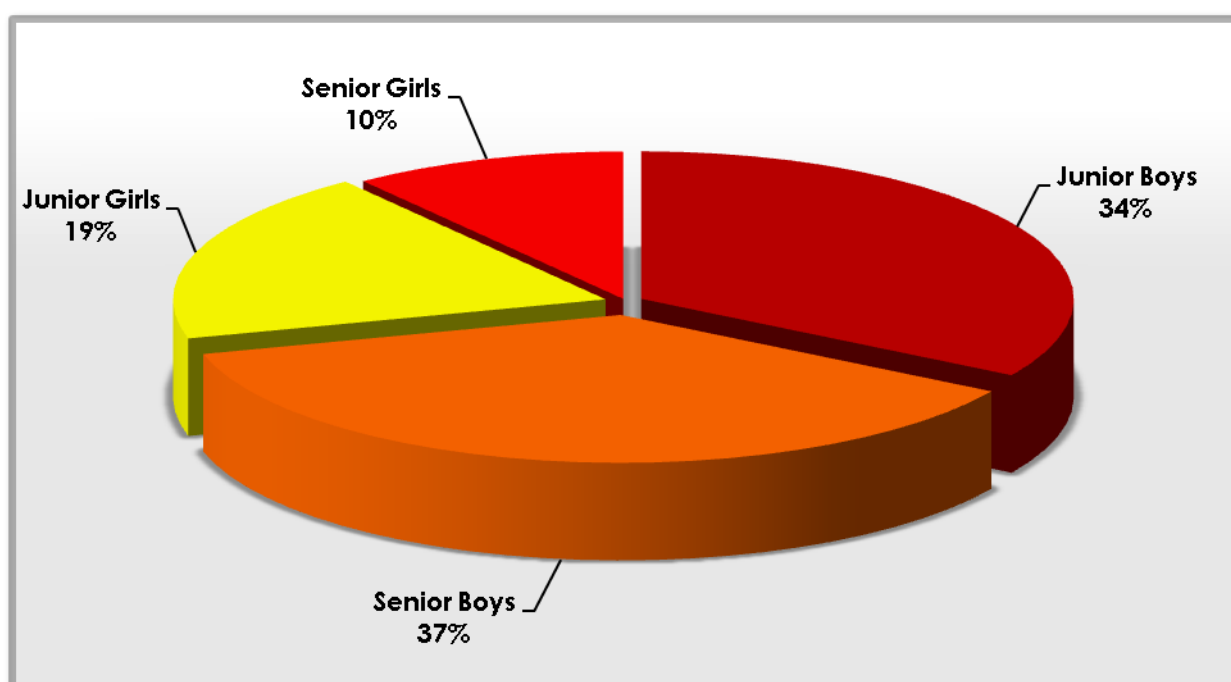
As indicated in figure 7.1 – 7.4, AMANDLA’s outreach has increased by an average of 117 % per year, which illustrates the need for its programme and support of the communities in which it operates. During 2012 a strategic decision was taken to consolidate the participant growth and broaden the access to opportunities offered through the AMANDLA programmes to current AMANDLA participants.

Also identified through figure 7.1 – 7.4 is the addition of a new programme into the AEF programme model. The **tutoring programme**, implemented as a pilot project in 2012 as a result of 2011 programme evaluation results, increased the total number of AEF participants through addressing a need for formal education support.

Local partner organisations such as orphanages, children’s homes, youth detention centres, drug rehabilitation centres and shelters for street children increased from 10 in 2007 to 45 in 2011 as highlighted in figure 7.4. During 2012 a strategic decision was taken to consolidate the

existing partnership base in order to focus on increasing access for young people through the Safe Hub project. The following chart indicates the ages and genders of the participants of the various programmes.

**Figure 7.5**



According to the 2012 programme registration date pre-season survey 29% of the participants in the AMANDLA programmes were girls between the ages of 11 and 18. Junior Boys, between the ages of 11 and 15, represent 34% of the AEF participant base. Senior Boys, between the ages of 16 and 19 represent 37% of the AEF participant base.



## 7.2) PROGRAMME OUTCOMES – 2012

### 7.2.1) Leadership Programme

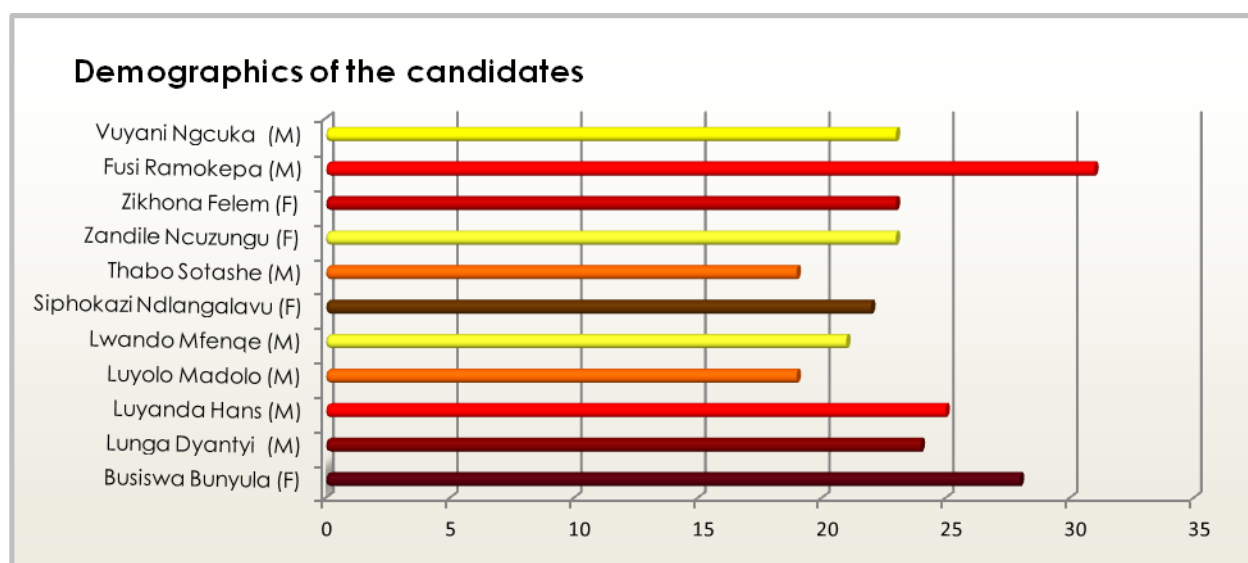
The Leadership Programme is the most in depth intervention that AMANDLA offers within the Holistic Programme Model. The beneficiary group is relatively small (20 people), providing the opportunity for increased impact on an individual level. The programme is implemented over a 10 month period (February – November).

The AMANDLA Leadership Programme directly addresses the crises of unemployment of young people in South Africa. It is designed as a ‘Learnership’ in Community Sports Coaching, during which participants receive practical work experience, training (accredited and non – accredited), and ongoing support and mentorship.

Evaluation methods consist of ongoing knowledge and practical assessment through written tests and observation. The methods and tools were designed with the aim of building a personal profile on each participant, compiled into a Portfolio of Evidence.

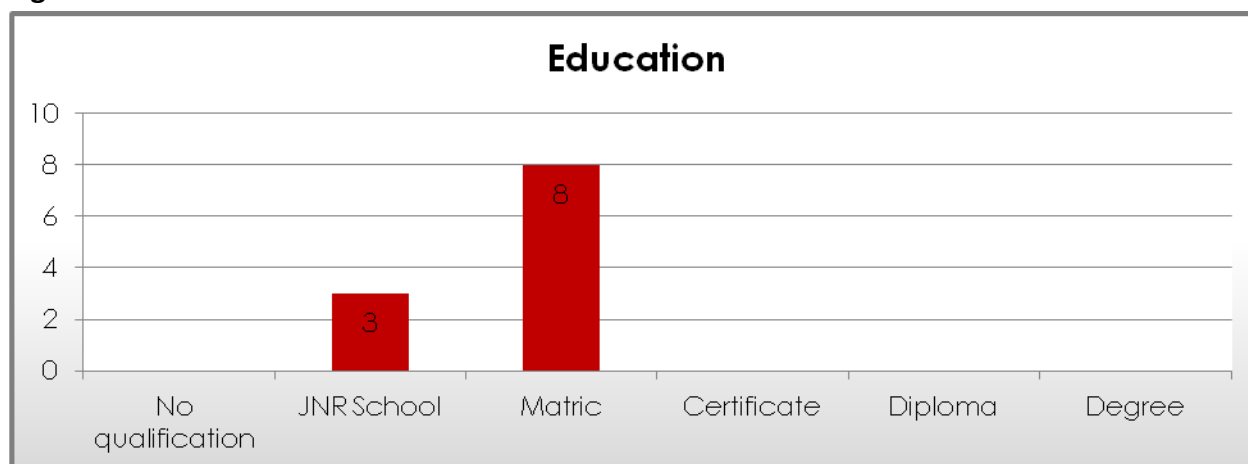
To provide a demographic context of the participants, information on Senior Leader candidates was captured during programme registration and is represented in the graphs below.

**Figure 7.2.1.1**



**Figure 7.2.1.1** illustrates the names, genders and ages of the candidates. The oldest candidate was 31 years old and the youngest candidate was 19 years old. The mean age was 23 years old.

**Figure 7.2.1.2**



**Figure 7.2.1.2** illustrates the education levels when participants were registered into the programme.

It is apparent through the feedback below that the participants of the AMANDLA Leadership Programme both enjoyed the programme and found it extremely beneficial. Comments regarding the programme were very positive:

***“The programme was very empowering. I have gained a lot of knowledge of what it takes to be a good leader”.***

***“What I enjoy most about this programme is that I can teach children from my community to make positive life choices. I love working with kids”.***

***“Community development for me is the little change that I am involved in within my area, to improve the standards of living for everyone”.***

***“This project has done a lot to help me reduce the crime in my area. My personal vision is that the whole of Khayelitsha will be crime free one day”.***

***“My most happy moment this year was during the holiday programme when the kids***

***started to trust and open up to us about issues such as pregnancy and abuse”.***

***“The training has been very informative for me. I learnt about the importance of Children’s Rights and how to identify violations. I am very keen to learn more about this topic”.***

### Changes in knowledge, skill, general employability and standard of living

Through formative and summative assessment significant growth in knowledge and skill was achieved throughout the group. Individual evaluation was based on a set of pre-established criteria, relevant to achieving the outcome of empowering unemployed young people to take up opportunities for further education, employment and training.

**Figure 7.2.1.3**

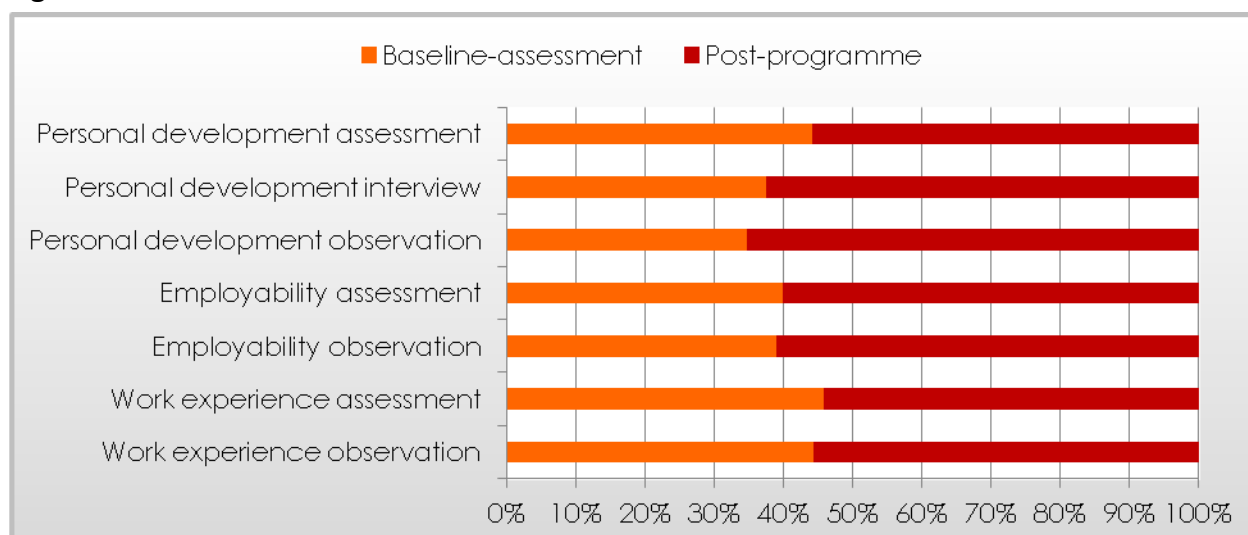
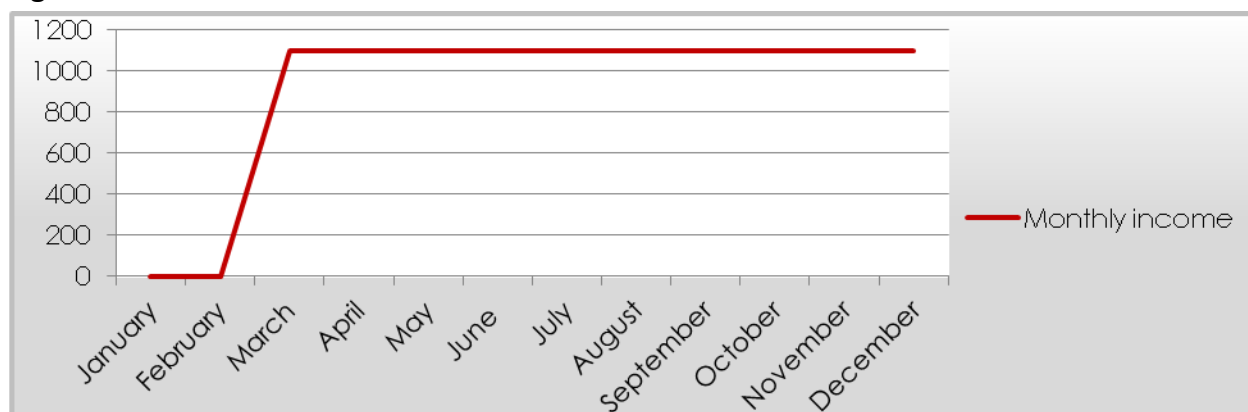


Figure 7.2.1.3 illustrates the gain in knowledge and skill over the 10 month programme cycle.

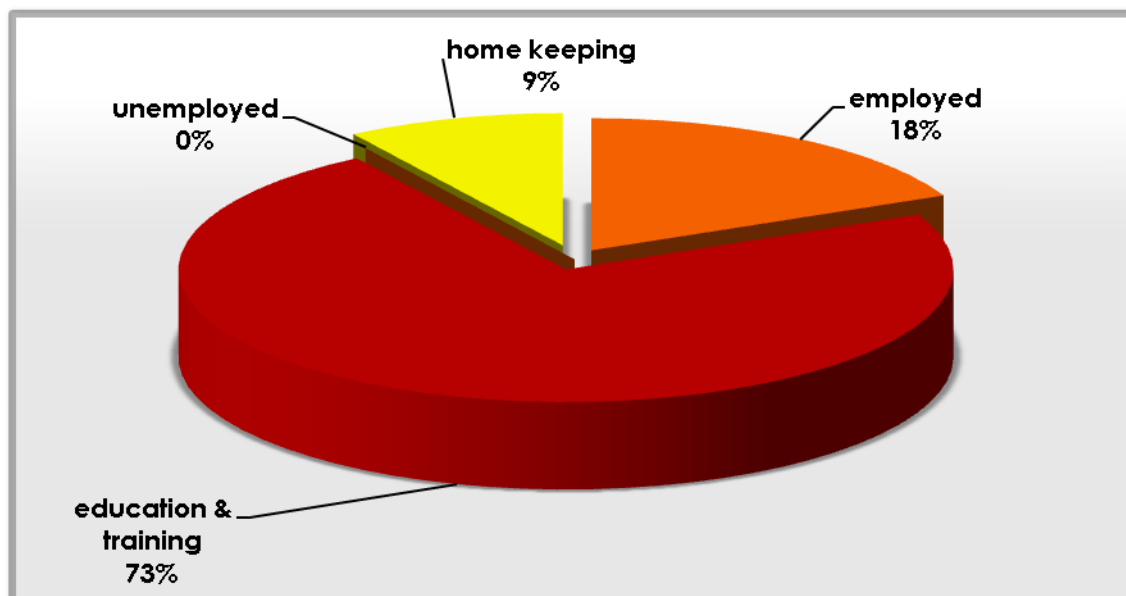
**Figure 7.2.1.4**



**Figure 7.2.1.4** illustrates the change in monthly income (standard of living) over the 10 month programme cycle.

Programme Graduates current activities (2013)

**Figure 7.2.1.5**

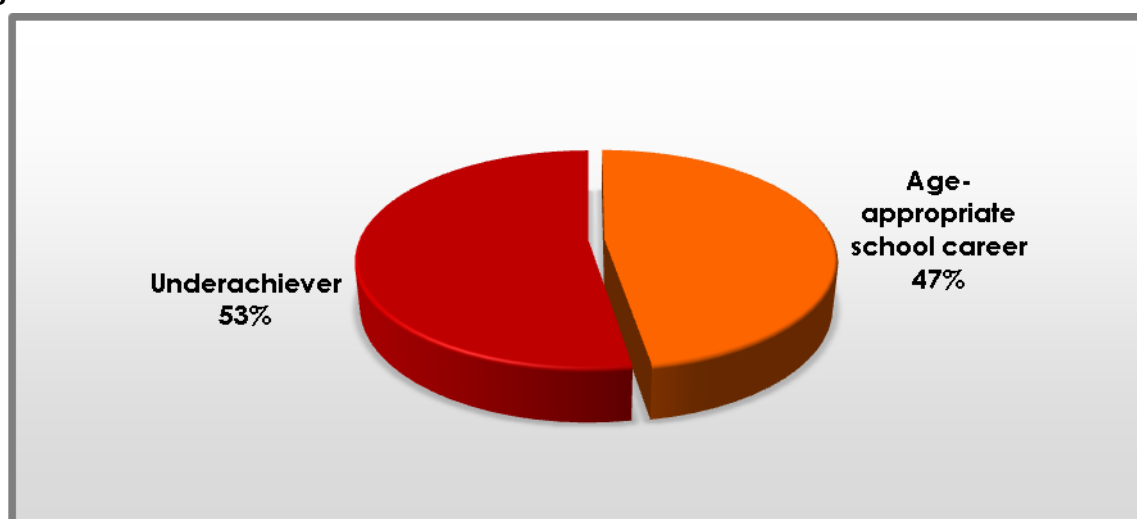


**Figure 7.2.1.5** illustrates the breakdown of the 2012 programme graduates activities in 2013. It is clear from the above diagram that 2012 programme graduates have succeeded in moving out of the programme into education, employment or training. In addition, 60% of graduates have returned to support AMANDLA programmes as volunteers in 2013.

### 7.2.2) Tutoring Programme

Recent South African Government statistics show that current youth educational performance is still far below expectations. “Only 59.1% of 13-year-olds had completed Grade 6, which represents passing through the system at the right age without repeating. In other words, more than 40% of 13-year-olds had not attained this level.” The schooling situation in suburban settlements and townships is where the most significant challenges lie.

**Figure 7.2.2.1**



In **Figure 7.2.2.1** the analysis of the participants of AMANDLA participant in 2011 showed that just **47%** are in the age appropriate grade, as indicated by the Department of Education. This strongly emphasizes the need for a formal education intervention with current AMANDLA participants.

The data further indicates that there are currently a high number of young people who grow up with very few realistic prospects for their futures. Most of these young people need strong, guided support with their school career and performance in order to have the opportunity of pursuing higher education and training. Without this support, more than 50% of participant’s options will be extremely limited, resulting in the perpetuation of the cycle of poverty.

Having a direct impact on formal education is a result that until 2012 AMANDLA engaged with only indirectly. In response to the above information and discussions with the Principle and staff from Ikhusi Primary School (school at which AEF programmes are based) it became clear that AMANDLA should explore a more direct educational support initiative.

The AMANDLA after – school tutoring project was implemented during 2012 as a pilot initiative. The project was designed to use football to address the poor standard of education for young people living in South African townships.

The main objectives of the pilot were:

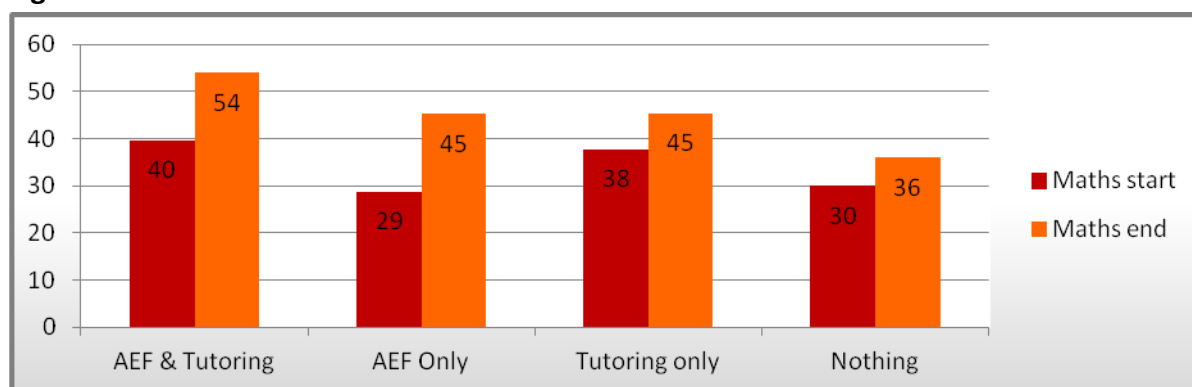
1. To improve the maths, and English results for Grade 3 and Grade 6 learners at Ikhusi Primary School
2. To research the possible relationships between after school tutoring and participation in AMANDLA programme's

Through a partnership with the University of the Western Cape 15 tutors were selected to participate in the pilot study. 120 girls and boys enrolled at Ikhusi Primary School were recruited as participants. 60 of the learners were in Grade 3 and 60 were in Grade 6. Beneficiaries were selected, with assistance from the teachers, to represent a range of competency levels within each grade. A control group of approximately 15 Grade 3's and 15 Grade 6's were also identified. The control group did not participate in AMANDLA programming or tutoring. The four groups were constituted as follows:

- Group 1 – AMANDLA Programming and tutoring support
- Group 2 – AMANDLA Programming only
- Group 3 – Tutoring support only
- Group 4 – Control group

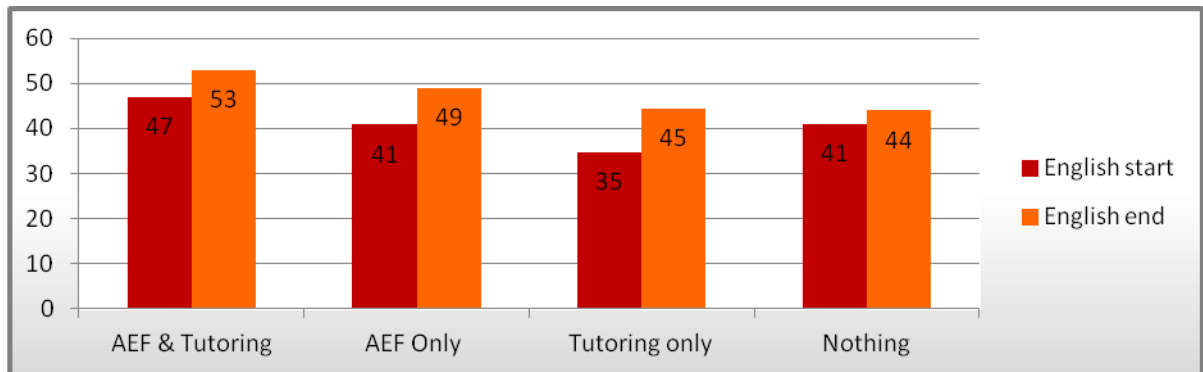
Official school report records results were used as the method of tracking improvement of individual's academic results.

**Figure 4.2.2**



**Figure 4.2.2** illustrates the significant improvement in mathematics results for Grade 6 participants of the AMANDLA Tutoring Pilot Programme

**Figure 4.2.3**



**Figure 4.2.3** illustrates the significant improvement in English results for Grade 6 participants of the AMANDLA Tutoring Pilot Programme.

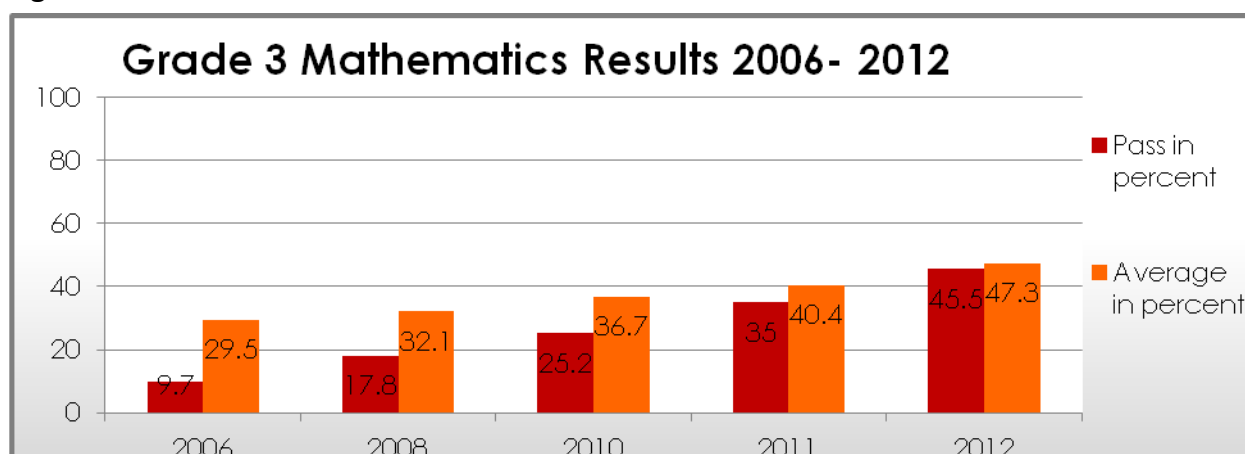
### 7.2.3) Official Education Results - Ikhusi Primary School

In 2008 AMANDLA EduFootball completed the building of the Chris Campbell Memorial Field (CCMF), a first-class artificial turf facility. The facility was built in Site B, Khayelitsha, South Africa's largest township. Site B is one of Khayelitsha's most impoverished areas, characterised by extremely poor primary school education.

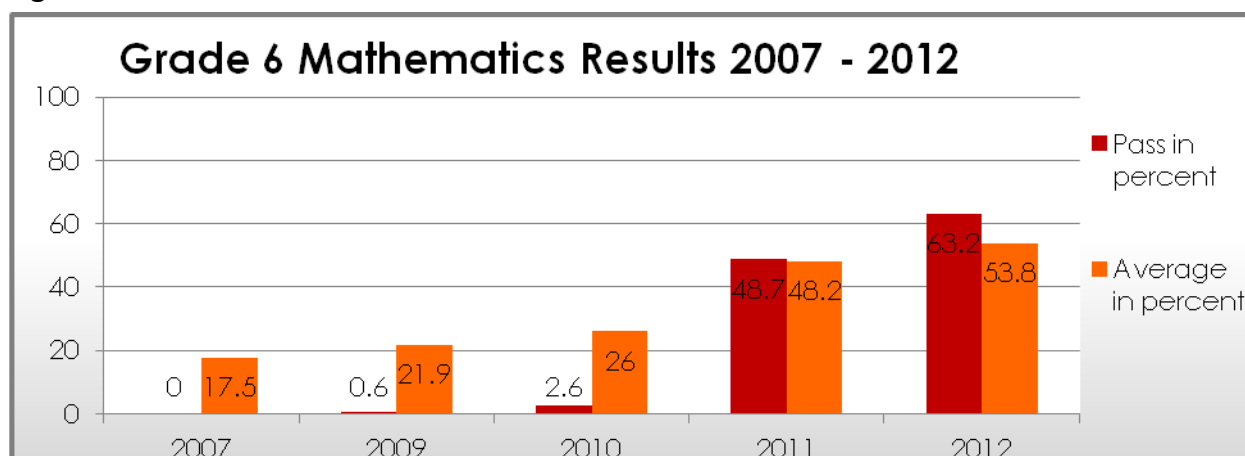
Through a partnership with Ikhusi Primary School AMANDLA was able to access Ikhusi's Systemic School Results for the period between 2010 and 2012. The school results provide a clear overview of the school's academic achievements against criteria set by the Department of Education.

The following graphs show the improvements Ikhusi Primary School have made, between 2008 and 2012, against key performance criteria identified by the Department of Education.

**Figure 7.2.3.1**



**Figure 7.2.3.2**





**Figure 7.2.3.3**



**Figure 7.2.3.4**



According to the Principle, head staff team, and community members the building of the facility and implementation of AMANDLA programmes has played a significant role in the improvement of the education results at Ikhusi Primary School.

#### 7.2.4) Life – Skills Programme

The Life-Skills programme aims to build resilience and future orientation in young people, enabling them to deal with the challenges of everyday life. The programme achieves this outcome through providing young people with psychosocial support and access to information on personal development and health and safety, through continuous mentorship and football based activities.

The weekly Life-Skills training sessions are part of the four phase football-based curriculum, delivered over a 32 week period. The curriculum aims to build the beneficiaries sense of identity, to assist them in identifying and building a strong support network, and to strengthen their prospects for the future.

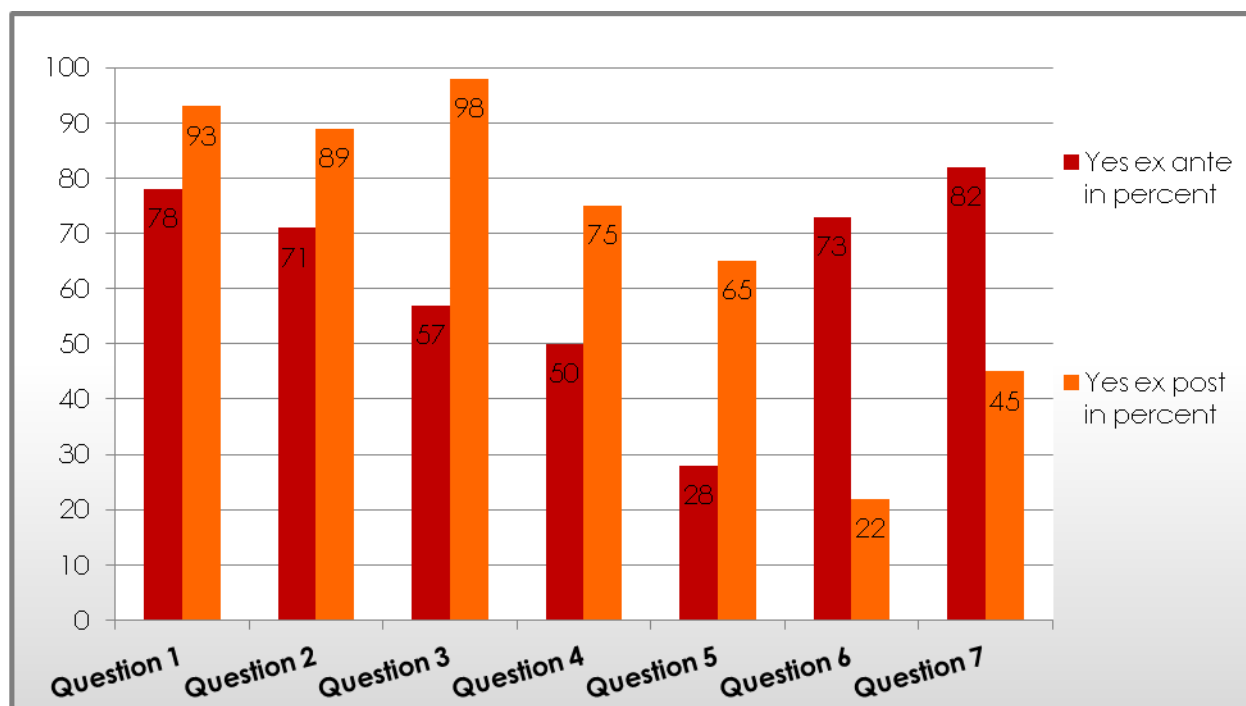
Life-Skills training sessions are delivered by the beneficiaries of the Leadership Programme (coaches). The relationship built between the coaches and beneficiaries is vital to the success of the programme. The coaches become role models to the beneficiaries and provide ongoing psycho-social support.

For evaluation purposes, approximately 15% of participants were selected as a sample group. The sample groups were constituted as follows:

- 40 male participants
- 20 female participants

Information for the evaluation of the Life-Skills programme was gathered through a questionnaire, designed and implemented internally, implemented ex ante and ex post. Questions were selected based on gathering thoughts and opinions on risk/protective factors that could be easily articulated by the subjects (use of leisure time, violence exposure, adult influence/role models, life challenges, coping mechanisms, future orientation). The questionnaire was translated and implemented in Xhosa.

**Figure 7.2.4.1** shows the change in thoughts and opinions of participants between ex ante and ex post. To establish significant long term impact of the Life – Skills programme on individual's behaviour, participants need to be tracked over a number of years (3 – 5). This information provides a starting point to understanding how the Life – Skills Programme strengthens the resilience and future orientation of the participants.

**Figure 7.2.4.1**

- Question 1:** Do you trust your teammates and your coach as key support people for your lives?
- Question 2:** Do you have good knowledge and understanding on your background and important elements of your identity, such as your strengths and weaknesses and personal vision?
- Question 3:** Do you feel AEF provides you a strong support network?
- Question 4:** Do you feel able to handle peer pressure and make good decisions about friendships?
- Question 5:** Do you have the knowledge, skill and motivation to set and achieve realistic goals on your future?
- Question 6:** Do you think it is OK to retaliate violently if another player hits you?
- Question 7:** Do you think it is more important to win than to play fair?

#### 7.2.4) Fair Play Football

The Fair Play Football programme is the foundation of the AEF Holistic Programme Model. The aim of the programme is to improve young people's football skills, fitness levels and sportsmanship through providing high quality football training, leagues and tournaments in a safe and developmental environment.

In 2012, AEF implemented eleven football leagues, of which three were 11-a-side and eight were 5-a-side leagues.

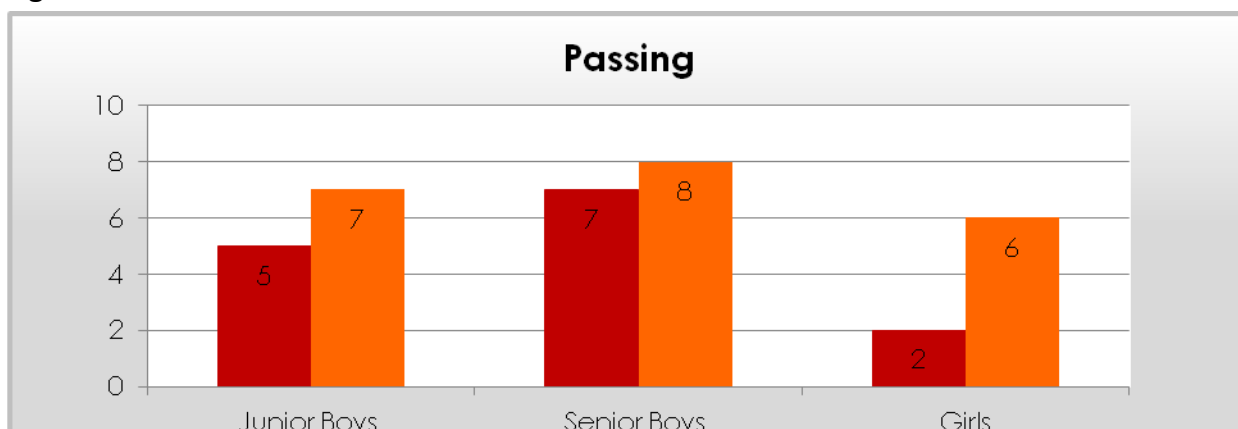
Quality football is the key driver of regular participant attendance. It is vital for AEF to ensure that the football programmes are improving the participant's football skill. Through providing quality football training and competition young people are able to develop their football skills and become physically healthier. This physical development facilitates the building of self – esteem and self – confidence.

The Fair Play Football points system was developed by AEF, in response to violent behaviour on the football pitch, in order to directly incorporate its educational objectives into the football leagues. Since its introduction, a significant decrease in violence behaviour has been measured, making the system AMANDLA's most effective educational programme component to date. AMANDLA has recorded no violent incidents since the systems implementation in 2010.

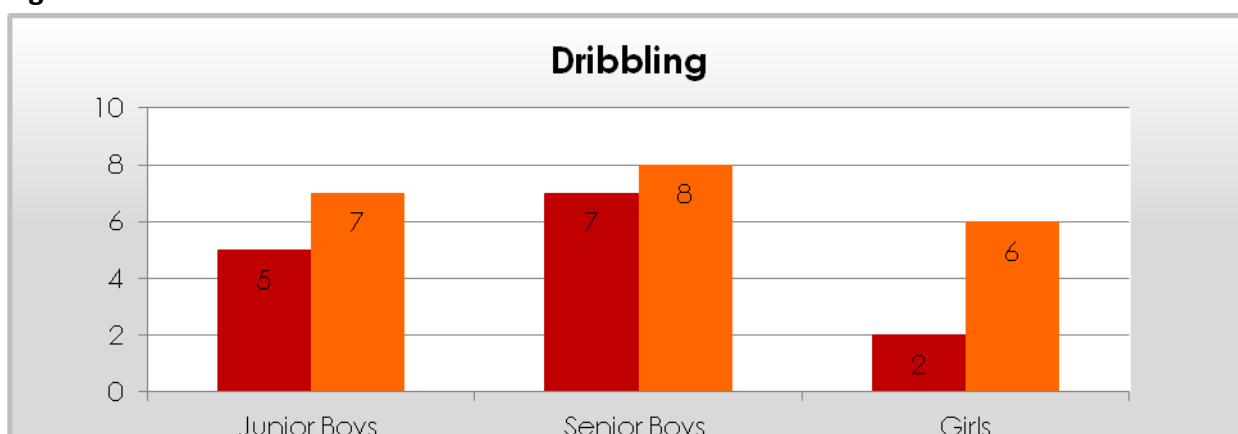
Evaluation methods for the Fair Play Football Programme are as follows:

1. A practical skill assessment, designed and implemented internally, is used to gather baseline and post programme information from sample group participants. The skills assessment is divided into six categories, assessing competency levels in each skill. An overview of the results can be seen in **Figure 7.2.4.1 – Figure 7.2.4.6.**
2. The Fair Play Football behavior monitoring system is used to gather information in the FPF programme. A simple scorecard is used to record team and individual behavior during every match. This information is recorded on a weekly basis and contributes to each team's performance in the Fair Play League. An overview of the results can be seen in **Figure 7.2.4.7 – Figure 7.2.4.9.**

**Figure 7.2.4.1**



**Figure 7.2.4.2**



**Figure 7.2.4.3**

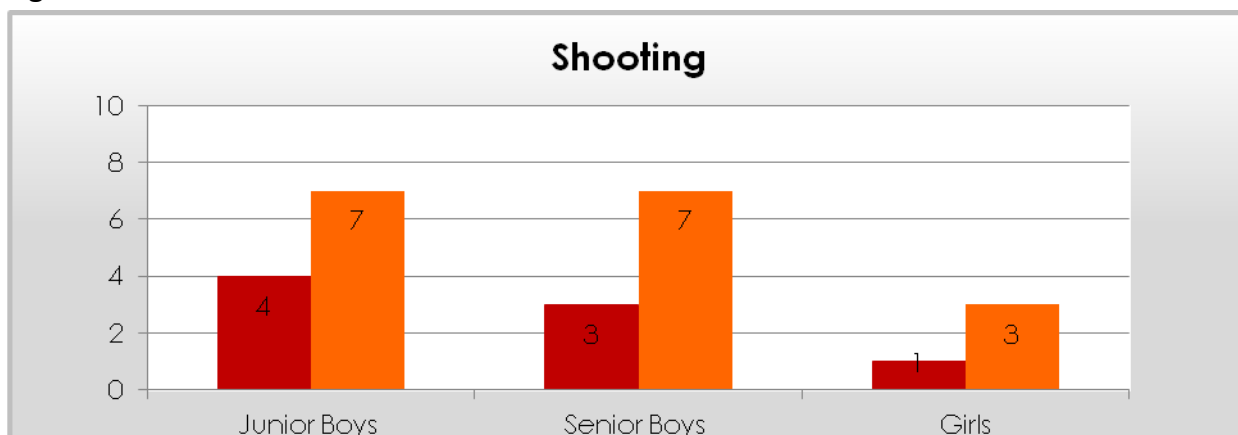


Figure 7.2.4.4

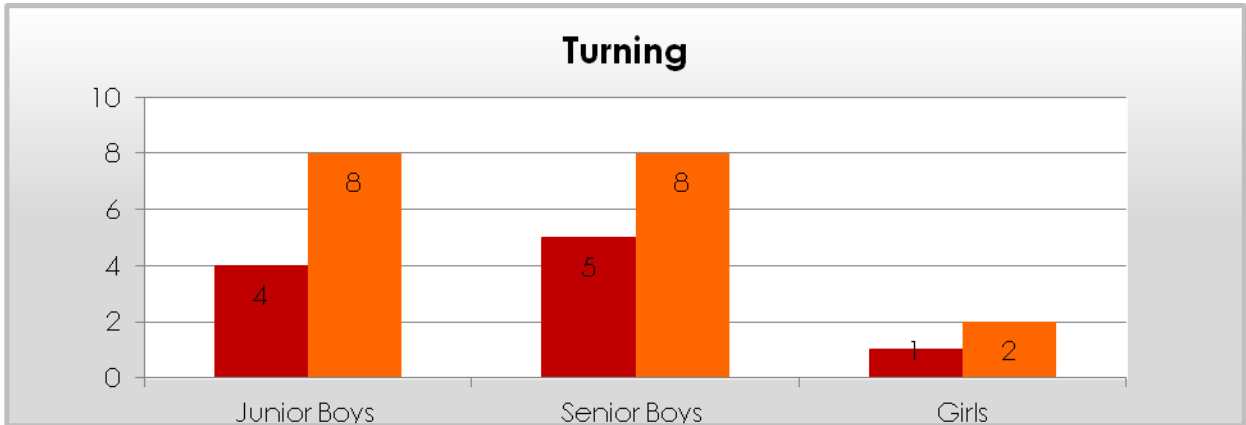


Figure 7.2.4.5

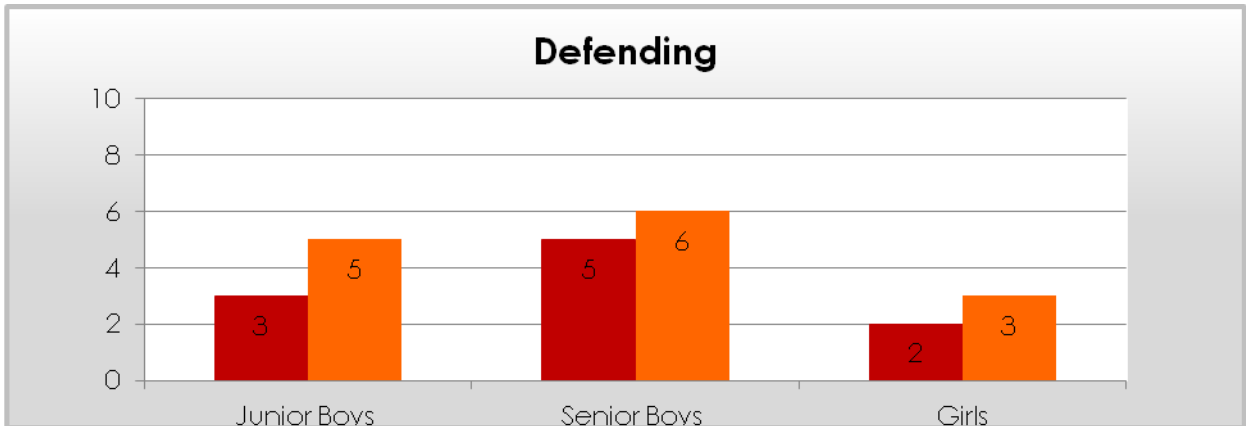


Figure 7.2.4.6

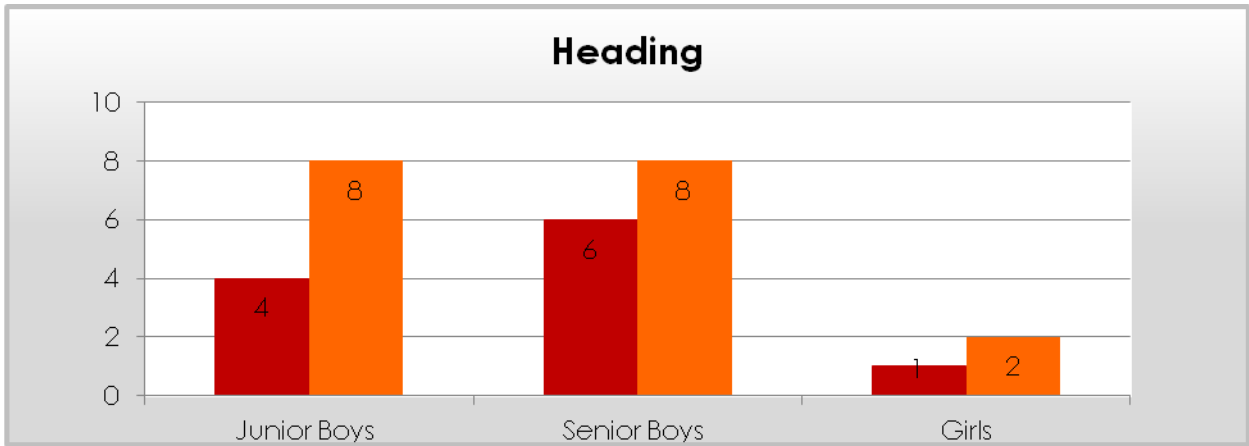


Figure 7.2.4.7

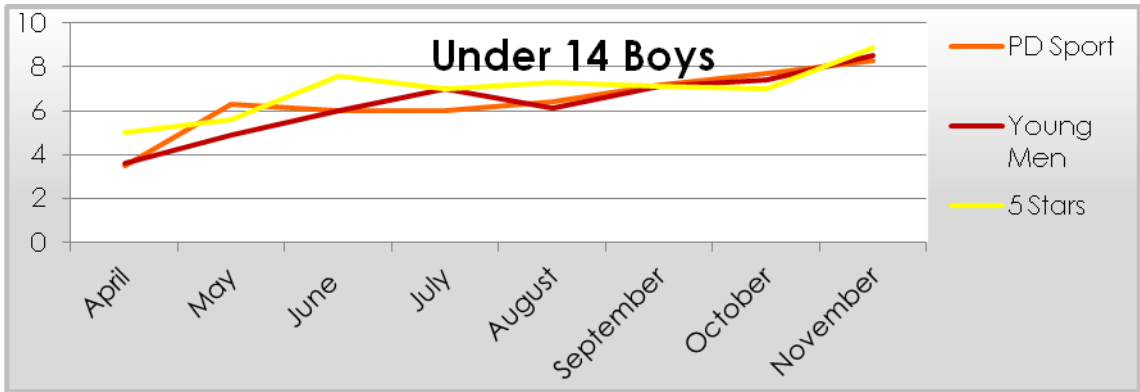
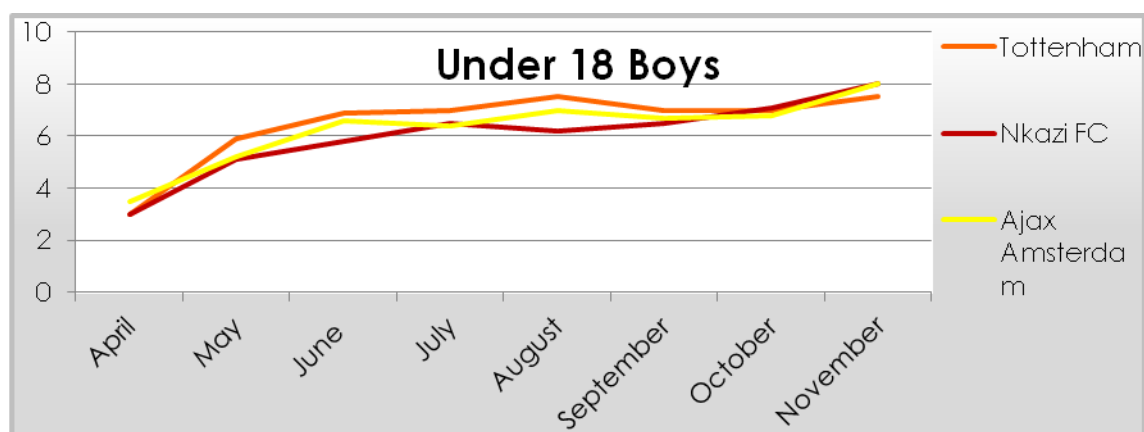


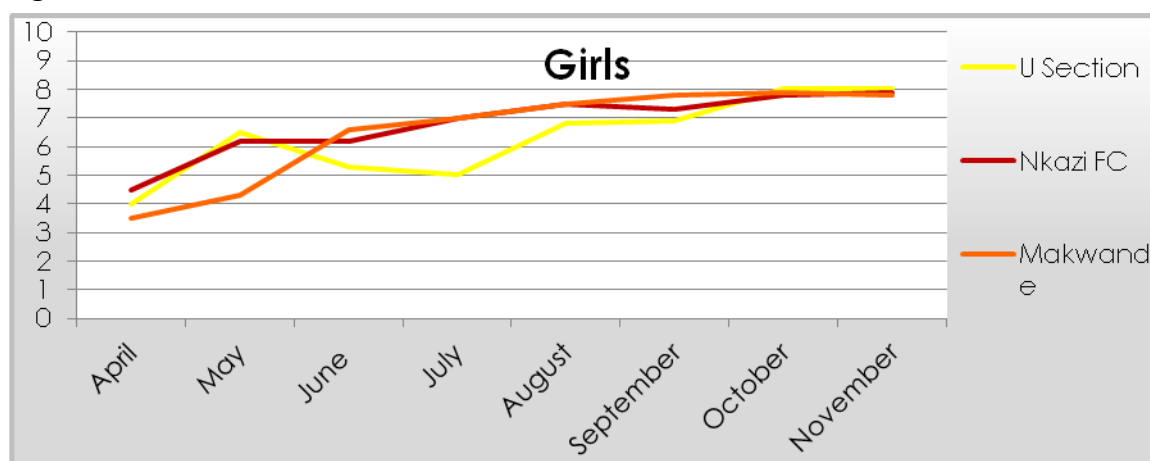
Figure 7.2.4.7 provides an overview of three Under 14 Boys teams and their improvement in Fair Play Football scores over the 8 month programme cycle

Figure 7.2.4.8



**Figure 7.2.4.8** provides an overview of three Under 18 Boys teams sample football their improvement in Fair Play Football scores over the 8 month programme cycle

**Figure 7.2.4.9**



**Figure 7.2.4.9** provides an overview of three Girls teams and their improvement in Fair Play Football scores over the 8 month programme cycle.

#### 7.2.5) Official Crime Statistics – Site B, Khayelitsha

The Chris Campell Memorial Field: AMANDLA EduFootball's first Safe-Hub in the middle of a high crime area in the Township Khayelitsha

The Chris Campell Memorial Field: AMANDLA EduFootball's first Safe-Hub in the middle of a high crime area in the Township Khayelitsha

The Chris Campell Memorial Field: AMANDLA EduFootball's first Safe-Hub in the middle of a high crime area in the Township Khayelitsha

In 2008 AMANDLA EduFootball completed the building of the Chris Campbell Memorial Field (CCMF), a first-class artificial turf facility. The facility was built in Site B, a part of Khayelitsha



with one of the highest crime rates. Through the facility AMANDLA reaches more than 1500 children and young adults on a weekly basis.

Through its Safe-Hub Model, AMANDLA emphasizes the importance of crime/violence prevention and intervention. On-going surveys and focus groups with community members show that there is a perceived drop in violence/crime in the immediate surroundings of the Safe-Hub.

This qualitative feedback is supported by the official statistics of the South African Police Service based in Khayelitsha which indicate a 28.56% drop in incidents in the category 'Robbery with aggravating circumstances', a 37.07% drop in incidents in the category 'Murders' and a 25.49% drop in incidents in the category 'Common assault' in the direct catchment area of AMANDLA's Safe-Hub between 2005 and 2011.

In total the crime rates have dropped by a significant 18, 95% since establishing the CCMF.

**Figure 7.2.5.1** below presents the official South African Police Service statistics for the catchment area of the CCMF.

Crime Research and Statistics - South African Police Service

Crime in Khayelitsha (WC) for April to March 2003/2004 - 2010/2011

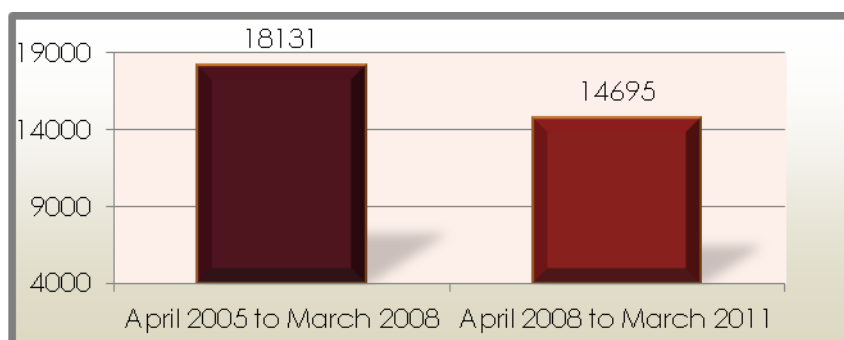
Khayelitsha ceded Linguethu West July 2004

Crime Category	April 2003 to March 2004	April 2004 to March 2005	April 2005 to March 2006	April 2006 to March 2007	April 2007 to March 2008	April 2008 to March 2009	April 2009 to March 2010	April 2010 to March 2011
<b>CONTACT CRIMES (CRIMES AGAINST A PERSON)</b>								
Murder	358	213	219	198	171	121	124	125
Total Sexual Crimes	588	390	331	284	269	218	259	252
Attempted murder	395	187	102	96	78	60	91	98
Assault with the intent to inflict grievous bodily harm	3 089	1 522	893	669	617	556	554	615
Common assault	2 020	1 136	998	786	680	650	670	516
Common robbery	824	680	279	210	161	160	193	190
Robbery with aggravating circumstances	1 484	1 021	788	1 083	1 018	747	711	606
<b>CONTACT-RELATED CRIMES</b>								
Arson	100	41	30	27	20	14	19	17
Malicious damage to property	1 161	643	478	537	346	361	333	390
<b>PROPERTY-RELATED CRIMES</b>								
Burglary at non-residential premises	62	24	11	104	62	66	88	91
Burglary at residential premises	1 621	849	441	313	359	404	385	326
Theft of motor vehicle and motorcycle	272	153	98	134	135	96	114	110
Theft out of or from motor vehicle	215	136	62	112	51	54	76	141
Stock-theft	3	1	0	0	0	0	0	0
<b>CRIMES HEAVILY DEPENDENT ON POLICE ACTION FOR DETECTION</b>								
Illegal possession of firearms and ammunition	242	109	73	94	111	88	93	85
Drug-related crime	380	233	235	377	468	448	549	625
Driving under the influence of alcohol or drugs	99	72	44	74	129	146	319	221
<b>OTHER SERIOUS CRIMES</b>								
All theft not mentioned elsewhere	2 601	1 165	802	935	656	501	359	393
Commercial crime	103	52	44	36	49	42	47	71
Shoplifting	159	98	26	21	23	71	115	105
<b>SUBCATEGORIES FORMING PART OF AGGRAVATED ROBBERY ABOVE</b>								
Carjacking	126	73	59	52	42	33	22	22
Truck hijacking	8	2	0	0	3	2	0	0
Robbery at residential premises	8	25	31	121	65	62	73	51
Robbery at non-residential premises	6	1	11	50	41	40	62	82
<b>OTHER CRIMES CATEGORIES</b>								
Culpable homicide	76	66	43	59	53	54	37	42
Public violence	24	8	22	24	14	14	19	31
Crimen injuria	449	168	83	54	33	27	37	37
Neglect and ill-treatment of children	113	52	25	19	18	7	20	9
Kidnapping	62	20	7	1	1	4	1	14

**Figure 7.2.5.2** below shows the decrease in incidents registered in catchment areas of the CCMF by the Khayelitsha SAPS:

a) April 2005 and March 2008 – prior to the AMANDLA intervention

b) April 2008 and March 2011 – post the AMANDLA intervention



Name of the Organisation	AMANDLA EduFootball (AMANDLA)
Website	<a href="http://www.edufootball.org">www.edufootball.org</a>
Registration	Non-Profit and Public Benefit Organisation registered in the Republic of South Africa [077-589-NPO] and the Federal Republic of Germany [VR 200 791], operating since 2006.
Head Offices	International Head Office: Lohengrinstr, 81925, Munich, GER Regional Head Office: Kent St, 7925, Cape Town, South Africa
Main Partners	United Nations Office of Sport for Development and Peace, International Committee of the Red Cross, University of the Western Cape, German International Cooperation (GIZ), International Federation of Association Football (FIFA), International Rotary Foundation, Oliver Kahn Foundation, Philipp Lahm Foundation, EMpower Foundation, Streetfootballworld Network
Mission	Creating safe spaces that bring together the power of football and learning to empower youth and change lives.
Vision	A world where all young people access equal opportunities, strive to realise their full potential and dare to dream...
Main Strategic Objective	By the end of 2022, AMANDLA will have provided 20,000 vulnerable children and youth in the world's 10 largest and violence stricken slum areas with access to 10 SAFE-HUBS of holistic learning and development through a four programme system focusing on health, violence prevention, education, and employability.
Areas of Implementation	Site B, Khayelitsha, Cape Town, South Africa Lotus Park Informal Settlement, Gugulethu Township, Manenberg Township, Nyanga Junction in Cape Town, South Africa

	Soul City, Kagiso, Mogale City, Johannesburg, South Africa
Beneficiaries	Young people (12-25 years old) from deprived socioeconomic backgrounds. Affected by: gangsterism, crime, violence, alcoholism, drug abuse, disease (e.g. HIV/AIDS), poor education, and unemployment
Programme Portfolio	Fair Play Football Life Skills Academic Tutoring Leadership Development

## CASE 16: DREAMFIELDS: A CASE FOR PRIMARY SCHOOL SPORT (2017)

JOHN PERLMAN / GRAHAM BATH

### INTRODUCTION

Given the past structural inequalities in South Africa and the transition to a more just equitable society it is vital that a sporting culture be embedded in the hearts and minds of primary school children. This includes the playing of league soccer on a regular, weekly basis between schools for male and female students.

The Dreamfields Project (Dreamfields) has primarily focused on soccer and netball for youth and schools across the villages, towns and cities throughout South Africa. Seventy-five percent of projects have been implemented in rural areas and twenty-five percent in urban areas.

The cornerstone of the Dreamfields programme is what we call DreamLeagues – weekly competition played *within* schools where football and netball is offered to anyone who wants to play, usually from grades 4-7. The football is played on a five-a-side basis and the netball games are tailored to the competence and age of the players. For instance we use adjustable poles which are set lower for novice players.

We introduced these mass participation DreamLeagues for three reasons:

1. Inter-school competition does not give enough learners a chance to play the sport they love. Typically most township and rural schools have one and sometimes two school teams, which turns most learners into spectators. The introduction of DreamLeagues has seen participation increase ten times and more;

2. Many schools, especially in rural areas, struggle to come up with the transport money to sustain regular inter-school competition. Internal competition played at the school keeps momentum strong and enthusiasm high;
3. Small-sided games, especially in football, contribute substantially to improving the skills of learners because they get to play in every position and get many more touches of the ball.

Dreamfields backs this programme up by providing the following:

1. DreamSeed Kits – these consist sets of four sets of differently coloured bibs which the players share, cones for marking the field, some training equipment and balls. This is a cost effective way of equipping a mass participation programme  
DreamBags – formal kit for 15 players including boots for inter-school matches. All equipment belongs to the school and not to individual players and we expect it to be kept and used for at least three years.
2. DreamEvents – these tournaments take place where contributors want to celebrate their partnerships with communities of schools. They are special events which give projects a shot in the arm but the setting up of DreamLeagues does not depend on having these events.
3. Inter-school DreamLeagues – we support and encourage regular competition between schools with trophies and medals but the internal programmes do not depend on this
4. DreamCoaching – we run initial workshops for teachers and community coaches and then try wherever possible to offer those coaches who participate strongly opportunities to do accredited courses with the South African Football Association (SAFA) and with Netball South Africa.

Even in the absence of all of the above interventions it is possible to see groups of young children playing soccer with a makeshift ball in the streets. Providing a soccer ball goes a long way towards growing the experience. Participating in a formal game adds to a better understanding of the rules of the game and team dynamics. Playing on a level field enables basic soccer skills to be better developed. Regular soccer games provide an incubator for providing sustainable soccer in schools and clubs. Coaches, referees and administrators are the catalyst for taking soccer to the next level of performance. Soccer is the truly global game and generates passion and commitment.

A critical part of the case is that Dreamfields sees itself as an enabler, working with local communities, departments of education and sport, sporting structures and individuals to grow soccer dreams in the hearts of young people. Our slogan is: We **Grow** Dreams. In other words we recognise that building projects and programmes take time and we are happy to work slowly and steadily at a pace dictated both by the availability of funds and the capacity of communities and schools to implement the DreamLeagues and other activities.

While it is important that school sport be an incubator for soccer talent to play in national structures, it is more important that all students participate in sport and experience the joy

and competition of the game. We believe our best contribution to sporting excellence is to increase participation, to grow the talent pool.

## **BACKGROUND**

Dreamfields is a non profit NPC company with Section 18A tax exemption status and is a registered public benefit organization. It also is a registered non-profit organization. The company was registered in September 2007.

In 2007 Old Mutual and BHP Billiton SA provided R13 million of funding to start the project in the run-up to the FIFA World Cup 2010 (the World Cup). BHP Billiton SA then funded the operational costs until November 2015. Faced with the imminent reality of running Dreamfields without a funder for operational costs, we have successfully restructured the company and its funding model. Each of the projects we run are independently funded and some of that revenue goes towards operational costs. This means that we are no longer dependent on a single funder which makes us much more flexible and resilient in difficult economic times.

The World Cup provided unusually high levels of funding and excitement around soccer. It is important that this investment is built on and that soccer can continue to prosper grow even in a more realistic funding environment.

Typically Dreamfields works in partnerships with stakeholders to achieve specific local project goals and objectives. Dreamfields grows dreams so it is important that the Dreamfields commitments are ongoing in the areas that Dreamfields works. Our approach is always to make a start, however small, and not to become hostages to huge projects that are difficult to fund and sustain. This enables important learnings on the nature and sustainability of our offerings and allows us to adjust and iterate the model to the best practice that Dreamfields can.

It is the goal of Dreamfields to operate with an efficiency ratio between 55 and 65 percent. In other words our aim is to ensure that between R55 and R65 in every R100 goes directly to the beneficiaries. Dreamfields had also set the goal of being sustainable by the end of 2015 by charging fees on projects and not to be dependent on sponsorship of operational costs.

## **HISTORICAL CONTEXT**

The Dreamfields Project is the dream of John Perlman to use soccer as a force for good particularly in township and rural schools. John had been a TV commentator covering the PSL for several years and is passionate about local and international soccer.

The Dreamfields vision was originally to use the excitement generated by the World Cup to bring sustainable soccer fields and equipment to disadvantaged communities across South Africa. The operational intent was to build partnerships that would last beyond 2010.

Initially Dreamfields formed no part of any official World Cup activities. However in the build up to the tournament we were asked to provide media and filming opportunities for overseas film crews and Fifa TV in particular to film at our DreamEvents, particularly in rural areas. Footage of these events was distributed and included in the World Cup match day screening at stadiums. Dreamfields enjoyed a cordial and positive working relationship with the broader soccer community in the build-up to the tournament. Dreamfields was also able to provide free ticketing to some of our rural communities to attend matches.

Since the end of the World Cup tournament the strategic intent has shifted from providing soccer kit, events and fields to a focus on establishing sustainable primary school DreamLeagues and coaching. The specific goal is to get as many pupils as possible playing school-based organized soccer league matches every week. We have since 2014 extended our focus to netball.

Contributions to the project have been received from a wide variety of people and organizations both local and international. These include government, private sector companies, trusts, foundations, schools and individuals.

Dreamfields also acted as an implementing agent for the Development Bank of Southern Africa for the construction of five soccer fields in Limpopo, Mpumalanga and the Eastern Cape.

## CONTEMPORARY TRENDS

**Government school sports policy:** There have been significant changes made to the school sport framework and policy. The emphasis on league-based activities has grown in importance and is fast becoming the most important element of school sport policy.

**Funding Climate:** The funding climate has become more challenging than before and after the World Cup, especially for longer-term less visible projects like DreamLeagues.

**SAFA Plans:** The South African Football Association regularly commits itself to major development work and we assist where we can.

**Technology:** The rapid changes in digital technology and communication provide both challenges and opportunities. The rise of social media such as facebook and twitter provide the opportunity of low cost connection systems that can be used grow soccer communities. Together with the use smart phones will enable new and rapid administrative systems.

## **NATURE OF ACTIVITY**

The company was registered in September 2007 and started operating in the same month. Initial funding was for a single phase, ending after the World Cup.

Kindly BHP Billiton extended their sponsorship for phase 2 to the next World Cup in Brazil with the sponsorship ending in 2015.

### **Phase 1 – 1 September 2007 to December 2010**

There were 2 founding partners that provided operational funds:

1. BHP Billiton – R 6,500,00
2. Old Mutual – R 6,500,00

In phase 1 Dreamfields offered only:

1. DreamBags
2. DreamEvents
3. DreamFields

Deliverables for phase 1:

1. DreamBags delivered – see operational performance by product section
2. DreamEvents held – see operational performance by product section
3. DreamFields built – 12

### **Phase 2 – 1 January 2011 to 31 October 2015**

BHP Billiton continued their founding partner support for operational funding:

1. BHP Billiton committed R 14,984,584 for the 5 year period - 1 January 2011 to 31 October 2015

As in phase 1 the BHP Billiton funding is provided to cover the operational cost of the project. Additional fund raising is required to raise funds for specific projects that Dreamfields undertakes.

In phase 2 Dreamfields offers:

1. DreamBags
2. DreamEvents
3. Internal DreamLeagues
4. Inter-School DreamLeagues

## 5. DreamCoaching

Deliverables to date for phase 2:

1. DreamBags delivered – see operational performance by product section
2. DreamEvents held – see operational performance by product section
3. DreamFields built – 4
4. DreamLeagues in operation – see operational performance by product section
5. DreamCoaching events – see operational performance by product section

Phase 3 – 1 November 2015 to current

Dreamfields has no primary sponsor and funds are secured for specific projects from various contributors.

In phase 3 Dreamfields offers:

1. DreamBags
2. DreamEvents
3. Internal DreamLeagues
4. Coaching

Deliverables to date for phase 3

1. DreamBags delivered – see operational performance by product section
2. DreamEvents held – see operational performance by product section
3. DreamFields built – 4
4. DreamLeagues in operation – see operational performance by product section
5. DreamCoaching events – see operational performance by product section

As at June 2017:

- 28 000 learners registered for DreamLeagues. 26 projects in seven provinces. Work with more than 300 schools and 63 community clubs.
- 3 050 DreamBags handed over
- 812 DreamSeed kits

<b>Institutional Arrangements</b>
-----------------------------------



## **GOVERNANCE**

The board of Dreamfields is the primary governance vehicle and meets every 2 months. The board has representatives from:

1. Civil Society
2. Department of Basic Education
3. Professional Soccer League

At each board meeting a detailed review of current projects is carried out plus a detailed review of the financial status from the prepared accounts including cash flow and sustainability.

Any financial payments exceeding R 60,000 need to be authorized by a board member plus John Perlman.

## **MANAGEMENT**

Dreamfields uses a flat, networked team structure with John Perlman as the Chief Executive Officer.

Silas Mashava is the manager responsible for the national rollout of the DreamLeagues and their sustainability.

Graham Bath is Chief Financial Officer. Leepile Motlhaolwa and Linda Khuzwayo work with communities and schools to run DreamLeagues and coaching workshops.

All team members are encouraged to take full ownership and accountability for their activities.

## **CO-ORDINATION**

The Dreamfields team is highly mobile and team members make regular trips to rural areas to monitor and facilitate projects. The team makes significant use of digital technology such as smart phones, email and messaging to ensure that all activities are synchronized and meet performance objectives.

## **HUMAN RESOURCES**

Our offices are located in Johannesburg and Dreamfields also has a representative in Cape Town. There are 5 team members each with specific roles who are responsible for achieving specified performance targets and budgets:

1. John Perlman – Chief Executive Officer, marketing and media, oversees all relationships and authorizes all activities

2. Silas Mashava – events, leagues, coaching, sustainability
3. Linda Khuzwayo – kit and logistics, community relations
4. Leepile Motlhaolwa – kit and logistics, community relations
5. Graham Bath – strategy, finances and IT

## **FINANCE**

The financial management is linked to budgets that are prepared annually and agreed by the board.

Cash flow is monitored daily and a full set of accounts is prepared monthly for management and every two months for the board.

Payments to suppliers are done as required using business banking. All accounts are prepared using Pastel accounting software.

<b>Profile</b>
----------------

## **DEMOGRAPHY**

Dreamfields operates in all provinces in South Africa and we have also undertaken projects in Mozambique and Gabon. Our Articles of Association mandate us to carry out at least 85% of our work in South Africa.

Most of our field building work has been in rural areas, while the bulk of the DreamLeagues are in townships especially Gauteng. In the western cape DreamLeagues is being implemented in towns and cities. We do, however, have a strong DreamLeague presence in small towns and we expect this to grow strongly.

We have operated in all provinces but currently operate in seven:

- Gauteng
- Mpumalanga
- Limpopo
- Free State
- North West
- Western Cape
- KwaZulu-Natal
- Northern Cape

## **SCOPE OF ACTIVITIES**

The Dreamfields project offers the following products and services.

**DreamLeagues** in Schools (as detailed above)

**DreamSeed Kits** (as detailed above)

### **DreamBags**

A DreamBag is a bag of soccer kit for 15 players which aims at getting a school or youth team fully equipped to play in formal competition. The materials can also be used in training sessions and internal league games.

The DreamBag is also an integral element of the Dreamfields funding model, with the bag itself and the shirts offering contributors a branding opportunity that establishes their connection to that particular school and community. The fact that contributors can buy just one DreamBag has allowed us to involve small business and individuals in sponsoring youth sport, something that many may have thought was the province of large corporates with deep pockets.

The ordering process for the DreamBag also serves a networking and information-gathering purpose. Boot sizes and colours are specified by the school, using a standard order form, which allows us to get a sense of how ready the school is for running soccer. By filling out the form and signing it, school principals/heads of sport in effect contract for the DreamBag and take responsibility for it.

### **DreamEvents**

DreamEvents are one-day tournaments held at community venues, which usually take one of four forms:

**Handover Events:** When contributors agree to provide schools in a community with DreamBags, we hold a one-day DreamEvent at which the DreamBags are presented to the schools – which then play a tournament to celebrate this investment in their community and the partnership, which made this possible. Contributors appreciate this opportunity to meet the teachers and children and to generate some publicity and community awareness. These DreamEvents are always played on a round robin basis so that teams play more than one game. The event is also used to present this community of schools with a DreamLeague trophy that will be played for and won over an entire season – league soccer is the real goal of Dreamfields. We take time to make sure the children understand this.

At all DreamEvents we look to maximise the involvement of local entrepreneurs and community members. Opportunities include:

- Catering, which generally draws in local suppliers
- Transport, which connects schools sport to local taxi drivers
- Sound and music, which often creates an opportunity for young DJs and others

- Small goalposts, creating an opportunity for local metalworkers and welders
- Event security and management, for which we draw on local youth

DreamEvents are always played on a round robin basis so that teams play more than one game. The event is also used to present this community of schools with a DreamLeague trophy that will be played for and won over an entire season – league soccer is the real goal of Dreamfields. We take time to make sure the children understand this.

### **DreamLeagues**

We regard the playing of weekly soccer in a well-organised system as the most important part of our work. Learners involved in DreamLeagues – as opposed to one-off tournaments and knockout competitions – benefit hugely from regular and predictable sporting activity. The quality of their soccer improves and they learn valuable life lessons – for example, that losing does not mean you won't get another chance to improve and do better.

The composition of a inter-school DreamLeagues is always based on the administrative systems of the Department of Basic Education, which groups schools into clusters or circuits for both educational and extra-curricular purposes. DreamLeagues follow these clusters 100 percent so that there can be no conflicting demands on teachers, coaches and schools.

DreamLeagues aim at getting schools to play a minimum of ten games a season, although in some areas where other codes are less active, there is a desire to play for longer. Fixtures are established at the start of the season, results and league tables are produced weekly and we try to make an inspiring occasion of the league finals as detailed above.

### **DreamCoaching**

A key component of DreamLeagues is raising the skills level of teachers and school sports assistants. Dreamfields has partnered with a number of organisations, including SAFA and the Dutch Football Association to deliver coaching opportunities to the educators and others wherever possible.

Teachers who have benefited from our coaching access programme gained important skills and greater confidence in their work with learners.

## **STRATEGIC PROFILE**

**Vision** - The vision of Dreamfields is to bring the joy and magic of soccer and netball to the youth in our communities and in particular to the pupils in primary schools. We believe that our work does more than just enhance sport, it also uplifts the educational atmosphere of our schools. Our view is that you get better schools through sport, and stronger communities through better schools.

**Mission** - Our mission is to create mass participation sports programmes within, run soccer tournaments, supply bags of soccer and netball equipment to coaches for their players, run sustainable primary school soccer leagues and facilitate coaching sessions for educators and aspiring youth.

**Goals and Objectives** – We aim to bring sustainable football and netball programmes to all primary schools in South Africa.

## MAJOR PROJECTS

Projects typically implemented by Dreamfields range from a few hundred rand to over a million rand. We never build fields without holding at minimum a launch event. Our mission is to grow dreams so we have an ongoing commitment to our investments wherever possible.

## DREAMEVENTS

We have completed a number of single and multiple events for school children:

- Dreamfields Cup 2010 – provincial finalists plus finals in Pretoria – R 600,000
- Gauteng Department of Sport Arts Culture Recreation – Gauteng finalists plus finals in Johannesburg – R 350,000 – 2011 and 2012
- Provincial Government of the Western Cape – 9 regional girls events plus finals in Cape Town – R 1,2 million

## DreamFields

The soccer fields range in value from half a million to over a million rands. We have constructed soccer fields at the following locations:

- Tshisahulu – 2 sand fields – 1 upgraded to grass (Limpopo) – R 2,2 million
- Gopane – 2 sand fields (North West) – R 600,000
- Mandlazini, Richards Bay – 1 grass field (Kwazulu Natal) – R 950,000
- Elliotdale – 2 sand fields (Eastern Cape) – R 800,000
- Hluvukani – 1 sand field (Limpopo) – R 500,000
- Acornhoek – 1 sand field (Mpumalanga) – R 700,000
- Driekoppies – 1 grass, 1 sand field (Mpumalanga) – R 2 million
- Shongi, Krugersdorp – 1 sand field (Gauteng) – R 400,000
- University of Pretoria Mamelodi Campus – 1 grass field (Gauteng) – R 450,000
- Kamaqhekeza – 1 grass field (Mpumalanga) – R 1,1 million
- Ysterplaat Primary School – 1 grass field (Western Cape) – R 250,000
- Phola Stadium – 1 grass field (Mpumalanga) – R 1,000,000
- Hammanskraal – 1 sand field (Gauteng) – R 400,000

- Lillydale – 1 sand field (Mpumalanga) – R 400,000
- Nombuso High School – 1 grass field (Kwazulu-Natal) – R 800,000
- Tshisahulu – 1 artificial field (Limpopo) – R 5,000,000

## Results and Performance

Dreamfields provides a cross section of benefits to the communities in which we operate.

### SOCIAL BENEFITS

There is a positive impact on the attitudes of learners and on the atmosphere in schools as a result of sport being played. Dreamfields does not claim to have created young South Africans' love for soccer, but we have given them an unrivalled opportunity to enjoy the game and learn from it. We have done this both by providing them with kit for their teams and by creating the DreamLeagues that make soccer a predictable part of their lives at school

There is a strong set of values at the core of Dreamfields approach to youth soccer, which we convey in both explicit and implicit ways. We begin every DreamEvent with the singing of the national anthem. We also give each team a copy of our values, a one-page document called *This is How We Dream*.

With regard to the games themselves, we have got schools to make some important changes. When we started games for primary schools were played on a full-sized field with full-size goals – completely inappropriate for their physical abilities. This meant that many of the players hardly touched the ball, while the goalkeepers had little chance of stopping shots. All our games are played on half-fields with three-quarter size goals and the involvement and inclusion levels have increased dramatically.

This appropriate sizing of the games has also helped to deal with one of the big problems in junior soccer – over-age cheating. Bigger players simply cannot dominate the game in smaller spaces the way they would on a big pitch, because skill not power and size determines who will develop and win.

DreamEvents do have winners but we emphasise participation. One of the other benefits of smaller fields is that you can play more games and so we never have a situation where teams that lose get knocked out. On a day each team plays at least three games. And in the same spirit, every child gets a participation medal to take home and share with their families.

DreamLeagues help to convey the same value – even if you lose a game you have another chance the following week. Success is achieved in slow steady stages.

The final point on values is that nothing in the DreamBag belongs to any individual child. The kit is for the school and remains there from year to year. The message to the learners is that this is a team game and a group effort and they play and win – and lose - together.

Many teachers are keen on sport, especially soccer and netball, and they speak enthusiastically about the ways in which it improves the learning atmosphere in schools. This has been confirmed by district and local officials.

We believe that teachers should be included in the Dreamfields family and so every DreamBag contains an official coach's shirt which they wear at games and tournaments.

More fundamentally we have begun a programme to give teachers and school sports assistants access to basic coaching skills. This has been done in partnership with the Dutch Football Association, a programme sponsored by Discovery, and also through the South African Football Association. We have also done similar work with FNB's Football Legacy Trust in Venda.

We have had positive feedback from parents who are pleased to see their children enjoying themselves and engaged in positive collective activity.

Dreamfields is more concerned with mass participation than with finding elite athletes. Nevertheless we do look for opportunities to connect young footballers with the star players of the Professional Soccer League (PSL). We do believe in the power of dreaming.

## **ECONOMIC BENEFITS**

Dreamfields has spent over R 94 million on projects in communities and schools. Economic sectors benefiting most from this spend are:

- Sports goods manufacturers
- Sports field constructors
- Trophy and medal suppliers
- Small business - Dreamfields always favours small local business for procurement at DreamEvents and where possible at fields as well. We have spent large amounts at caterers, event organisers and suppliers, taxi associations, welders, DJs and sound system providers. We also hire local people to work on a DreamSquad at each event. In Gauteng, one group of DreamSquad workers has formed a small company which we now sub-contract to run events for us in the province. We also have a similar arrangement with a small independent Medical Emergency supplier for first aid at DreamEvents

Dreamfields has created a small number of good quality jobs. We currently employ five people and pride ourselves on giving the team lots of responsibility and opportunity. We

believe that they work with a high level of competence and confidence and will go on to do great things in the future.

Dreamfields in the run up to 2010 managed to generate a huge amount of interest in the idea that schools soccer was worth investing in, and that this in turn could help build better schools.

We managed to upgrade a number of fields and got people in that area of construction thinking about how to offer lower-cost more sustainable alternatives to standard grass fields.

Government in general, and the DBE in particular were energised by Dreamfields successes and our focus on quick wins, to put more emphasis on school sport and league play in particular.

## ENVIRONMENTAL BENEFITS

In areas where fields have been upgraded there has been a noticeable improvement in the physical environment and in the atmosphere around what were often becoming derelict spaces.

## INFRASTRUCTURE

Dreamfields considers the soccer fields we build as more than just soccer fields for sport. Some of these fields are used for a variety of community activities particularly as they are secured by fencing including:

- Sport
- Monthly Social grant payments
- Political party gatherings
- Concerts
- Funerals
- Church and religious events

## PERFORMANCE

Dreamfields uses a financial and operational performance model.

### Financial Performance by Year

The Dreamfields financial year-end is on 30 June. The results and performance provided below is aligned to the financial year-end and not the calendar year-end.

Financial Item	Jun-08	Jun-09	Jun-10	Jun-11	Jun-12
----------------	--------	--------	--------	--------	--------



Contributions	3,893,271	11,920,473	14,275,415	8,787,729	8,825,184
Projects	2,410,449	8,188,359	10,567,745	5,286,621	5,416,826
Expenses	1,685,533	3,937,482	3,280,158	3,300,866	3,304,600
Surplus / (Deficit)	-202,711	-205,368	427,512	200,242	103,758
Efficiency Ratio	61.91%	68.69%	74.03%	60.16%	61.38%

Financial Item	Jun-13	Jun-14	Jun-15	Jun-16	Jun-17	Total
Contributions	5,945,805	9,472,730	10,027,086	10,036,017	11,170,002	94,353,712
Projects	2,820,520	5,889,033	6,257,471	6,405,439	8,199,103	61,441,566
Expenses	3,090,706	3,345,392	3,589,962	2,604,412	2,389,901	30,529,012
Surplus / (Deficit)	34,579	238,305	179,653	1,026,166	580,998	2,383,134
Efficiency Ratio	47.44%	62.17%	62.41%	63.82%	73.40%	63.54%

### Operational Performance by Product

Product	Jun-08	Jun-09	Jun-10	Jun-11	Jun-12
DreamBags	185	486	678	431	228
DreamEvents	11	36	61	47	25
DreamFields	2	6	4	1	2
DreamLeagues	0	0	0	3	40
DreamCoaching	0	0	0	1	10

Product	Jun-13	Jun-14	Jun-15	Jun-16	Jun-17	Total
DreamBags	254	167	98	315	208	3050
DreamEvents	13	22	32	15	24	286
DreamFields	1	0	2	1	1	20
DreamLeagues	60	30	35	55	80	303
DreamCoaching	6	12	10	10	18	67

At the start of the Dreamfields journey, one of the team said: 'If this was easy it would have been done long ago.' Indeed we have found that working in the world of communities and schools is enormously complex and sometimes frustrating. But we have had more positive lessons than harsh ones, and we share both below.

### POSITIVE LESSONS

**Get started:** Even if the ultimate goal was to build a soccer field, or get a large-scale DreamLeague up and running, we have always held the view that it is best to do something even if you can't do everything. So in the community of Gopane, we began with a couple of DreamBags and only ended up building two fields many months later. We found that those

early investments start giving you a good idea of who is going to work with you and who is not.

**Keep it simple:** While there are many needs in schools, we decided that we should try to do one set of things well. And so Dreamfields never claimed any competence in life skills education or soccer coaching. We looked for partners whose skills could complement ours.

**Put your money in first:** This was not always possible but with new partners Dreamfields tried to make a first contribution, however small, to indicate our seriousness early on.

**Be patient:** We have found that projects have sometimes taken months and even years to get off the ground. It took time to get our planning cycles right and to learn when decision makers in both government and business would be most receptive to new ideas.

**Infrastructure:** The impact of secured soccer fields goes beyond sport and these newly created public squares are used for events (political, religious, sporting, social, informal) across the community e.g. for the payments of monthly social security grants

**Gender:** There is significant appetite for girls to play soccer.

**Soccer Ecosystem:** Soccer flourishes when both schools and clubs operate in a symbiotic manner.

**Funding:** A lot can be achieved with small amounts of low key money. Large money interventions can lead to unhealthy behaviours such as cheating and conflict. On the other hand, zero levels of funding will lead to the system seizing up as happened with sport in many schools.

## CHALLENGES

**Capacity:** Local government capacity is focused on other issues: We have learned the hard way that municipal undertakings in regard to field maintenance are not to be taken for granted. Even where there is good intent, there is not always capacity to do things well or at all.

**Operational Funding:** It is easier to get once-off funding from government and business than it is to secure the running costs that are so crucial for sustainability. The biggest obstacle to weekly league-based sport is transport, especially in rural areas. But it is a challenge to get that included in DBE budgets and to get CSI money for this kind of thing.

**Low Visibility Actions:** In general, the trend with school sport is to promote and support high-profile events with media potential and high visibility for VIPs. We will be challenged in trying to persuade contributors of the value of more low-key, regular and sustainable activity. But

we believe that over five years Dreamfields has built up a body of work that supports the value of investing in this, as BHP Billiton has done.

## CONCLUSION

**Soccer:** Soccer is a truly global game, enjoyed by both boys and girls and this connection can be a lifelong enjoyment. As a social modifier soccer represents the most attractive intervention for changing the lives of young people for the better. These benefits includes a healthier lifestyle, heightened interaction with peers, being part of a team and learning about winning and losing.

**Short Term** - Dreamfields in the run up to 2010 managed to generate a huge amount of interest in the idea that schools soccer was worth investing in, and that this in turn could help build better schools.

We managed to upgrade a number of fields and got people in that area of construction thinking about how to offer lower-cost more sustainable alternatives to standard grass fields.

Government in general, and the DBE in particular were energised by Dreamfields successes, and our focus on quick wins, to put more emphasis on school sport and league play in particular.

**Medium Term** - In our view Dreamfields is currently engaged with the medium term impacts. The most important of these is turning into reality the idea of sustainable primary schools soccer through DreamLeagues. The 75 leagues currently up and running represent a solid start on that and the lessons learned and new ideas generated are going to be of great value, not just to us.

With regard to funding, we are engaged in an important effort to try and get government to put the resources that could go into schools sport to work in an effective way. We have made some headway with the Community Works Programme and if we succeed in this, Dreamfields will have unlocked a crucial resource for sustainable school sport.

**Long Term** - At the launch of our new phase 2 partnerships in early 2011, Dreamfields and BHP Billiton jointly stated our shared belief that you get better schools through sport and stronger communities through better schools.

We believe that this is possible, we are certain it can make a big difference in education and we are confident that it is starting to happen. The key questions going forward will be: Have we succeeded in getting government to channel resources into the small but essential areas on which sustainability depends, especially transport and training? Have we made progress in coming up with a lower-cost option for upgrading fields? And have we found a way to get municipalities to look after the facilities that are built?

## RECOMMENDATIONS

The soccer ecosystem locally and internationally is large and highly complex with a significant number of players with both complementary and competitive agendas.

Non-profit organisations have an important role to play in working with existing structures to accelerate the establishment of school league soccer. Dreamfields strives to make significant progress in this regard. This is both at a small iterative level and larger advances when the opportunities arise.

As a non-profit, public benefit organization all our work is in the public domain and we share this with all stakeholders in the soccer ecosystems. We have learned valuable lessons and come up with ideas, the sharing of which could make the school sport sector in general much stronger. We have built strong partnerships in the government, corporate and NGO sector and look to work positively with all organisations in a non-competitive manner.

Technology and innovation provide an opportunity to improve the administration of soccer at all levels.

## Sources

Dreamfields operational knowledgebase:

1. John Perlman – Dreamfields Chief Executive Officer
2. Dreamfields BHP Billiton Quarterly Reports
3. Dreamfields Department of Social Development Reports
4. Dreamfields Audited financial statements
5. Board minutes
6. Product descriptions and marketing material
7. Web database

(end of document)

**CASE 17: THE FOOTBALL FOUNDATION OF SOUTH AFRICA (2013).**

Léan Terreblanche

Young people have the ability to see beauty in ways that adults cannot; they have the ability to dream as if they know no limits; and they have a passion that makes everything alive and significant. In an age when children are confronted with violence, abuse, poverty, disease and inequality, it is our responsibility to nurture and channel the passion and dreams of our youth so that they can flourish into the next generation's leaders. The Football Foundation of South Africa believes in the ability of youth to rise up in the face of adversity, to overcome personal challenges and to soar on the wings of possibility.

**1. Introduction and background**

The Gansbaai Communal Sports Centre (part of the Barclays/Absa Spaces for Sports initiative) was launched in 2008. The English Premier League, having donated the turf for the site, wanted to ensure optimal use of the facility and set up the Football Foundation to run youth sports programmes for the surrounding communities in Gansbaai. Gansbaai is a typical post-apartheid semi-rural town where poverty, unemployment and racial segregation are prevalent. The remnants of Apartheid are still very visible in the way that people live in completely separate communities, go to separate schools and use separate recreational facilities. The Gansbaai Sports Centre is located in the centre of the three diverse and separate communities and serves as a central connecting point.

The aim of the Football Foundation is to uplift communities by empowering individuals through accredited skills training and leadership opportunities, by promoting education, health, social integration and participation through sports. The Foundation provides a large scope of activities, for a range of culturally diverse people, with the goal of social integration and education through sport. It utilises sport to engage children who do not have access to sports coaching programmes, who may fall outside of mainstream school activities, children who are at risk of disengaging from the education system and falling victim to anti-social behaviour. By providing a variety of programmes, the Foundation offers something for everyone in the community, extending its reach to children and adults from deprived communities.

The Foundation takes a holistic approach to education through sport, addressing HIV/AIDS, the environment and conservation, computer literacy and career development. The Gansbaai project faces unique challenges where racism is still very prevalent and reinforced in schools and the societal structure. The Foundation's sports and education programmes bring children together on neutral ground where they learn key life skills such as acceptance, tolerance and respect.

## 2. Historical context, contemporary trends and nature of activity

### *South African context*

While South Africa is a beautiful country full of opportunity and possibility, it faces many challenges that reflect world-scale complexity and mirror the unequal distribution of wealth in a globalized world. These issues cannot only be dealt with by government - all South Africans need to work together to address the problems and find solutions.

Post-apartheid South Africa is faced with the stubborn reality of widespread poverty and growing inequality. The majority of people continue to live in poverty and mass unemployment. Millions of people, both urban and rural, are marginalized, contending with unemployment, landlessness, homelessness, lack of basic services, HIV/AIDS, food insecurity and high levels of crime and violence.

**HIV/AIDS:** The HIV/AIDS pandemic has become arguably the worst public health crisis in human history: 34 million men, women, and children worldwide are currently infected with HIV, and 40% of new HIV infections occur among youth aged 0-24. 17 million people, half of those currently infected, do not yet know their status. 26 million people, more than ¾ of those currently infected, do not receive proper anti-retroviral treatment. 23.5 million people in Sub-Saharan Africa are HIV positive, 69% of the infected population worldwide. The importance of HIV education cannot be underestimated – it is an epidemic that is threatening the future of the country (UNAIDS, 2012).

**Cape Floral Kingdom:** On top of the many existing society threatening realities, environmental issues in the Cape Floral Kingdom receive even less attention. Almost three quarters of these species face extinction in the area, a devastating truth that must be countered with education and conservation. Otherwise, due to extreme human pressures, the unprecedented biodiversity will not last for future generations. Communities must find ways to deliver better financial returns from natural fynbos and marine landscapes rather than farmed or developed landscapes. Natural resources must become more accessible to the poor so that all people can be educated about its uniqueness, inherent value and sustainable development. Without education and conservation of the Western Cape's fauna and flora, the unprecedented biodiversity will not last for future generations (Grootbos Foundation, 2010).

**Poaching:** The Overstrand area is renowned for its abalone poaching and criminal activity. Most criminal activities are committed by men and under-aged young men are lured into poaching activities because their crimes are not punished as harshly. Due to poverty and the high unemployment rate – poaching, drugs and gangs offer security, identity and income.

**Racial Segregation:** Racial segregation persists as a remnant of Apartheid and to this day divides people from different ethnic backgrounds geographically. The sports facility where the Foundation runs its programmes is situated right in the middle of the Black, White and Coloured communities, serving as a neutral zone and therefore the perfect catalyst for social and racial integration.

**Unemployment:** South Africans face a major problem with escalating levels of unemployment. Out of a population of 49-million, 7.5-million South Africans remain jobless. Young people are worst affected, approximately half of all 18-25 year olds in South Africa do not have jobs. The majority of South African youth leave school with little chance of finding employment, which leads directly to poverty and other social ills. Over and above the high unemployment levels, the distribution of income continues to be very skewed (Price, 2012).

**Education System:** Schools are under-resourced and the educational achievements of most South Africans remain below standard: few high school graduates qualify to go to university and students fair poorly in standardised international tests. Poor education standards are part of the legacy of apartheid and a reality in the lives of millions of young people.

**Skills Training:** Some three million young people are not in education, employment or training (NEET) and the country faces serious challenges in providing its youth with the pathways and support they need to transition successfully into a differentiated system of post-school education and training (Perold, Cloete and Papier, 2012:47). There is a severe lack of skills training opportunities for young people who do not enter the formal tertiary or Further Education and Training (FET) education system. These young people are left with no work readiness skills: they lack basic interview skills, communication skills and professional conduct.

**Female participation:** Worldwide, girls and women are less likely than boys and men to participate in sport, and the sport arena is largely dominated by males. Female inclusion, gender equity and empowering the girl-child form part of the Foundation's aims. Poverty, domestic demands, safety concerns, low self-esteem, disability, lack of transportation and few opportunities for physical education and skills development frequently prevent women's participation in physical activity and sport. Socio-cultural norms and constraints preventing girls and women from being physically active, leaving home unaccompanied, or being seen by men outside their family, are additional barriers preventing girls and women from becoming involved in sport and physical activity (Right to Play, 2012). These are only some of the issues contributing to the imbalance in female/male representation.

### ***Context of the Gansbaai Communal Sports Centre***

Michael Lutzeyer, owner of Grootbos Nature Reserve, maintains a passion for development and community upliftment. In recognition of South Africa's high unemployment rate and lack of skills training, Michael founded the Grootbos Foundation in 2003 with an adult-based education programme for individuals from the local townships. A second empowerment initiative was later launched which equipped women from deprived areas with the skills to produce food sustainably.

The effect of these successful projects prompted Michael to expand, serve the broader community, and promote unity. Gansbaai presented a great challenge with three

communities living in division as a product of the old political regime. His hope was to create something to empower children and adults, as well as break down social barriers.

The 2004 announcement which revealed the FIFA World Cup would take place in South Africa in 2010 inspired Michael to raise funds for a soccer project, which, over time, evolved into a multi-sports state-of-the-art facility. He canvassed his “soccer dream” locally and internationally, and together with local municipality Area Manager Kat Myburgh, support was garnered from Barclays/Absa, the Overstrand Municipality, the Western Cape Department of Cultural Affairs and Sport, the Grootbos Foundation and the English Premier League to complete the multi-purpose sports facility. The centre boasts a full-size artificial football pitch, two rugby fields, a grass soccer pitch, hockey pitch, cricket pitch and cricket nets, athletics track, dual purpose netball and tennis courts and a clubhouse complete with kitchen and shower facilities. The centre was a major accomplishment for a semi-rural town and the project was conceptualized and completed in record-time by November 2007.

### ***Using Sport as a tool for development***

The Foundation uses daily soccer, netball, hockey and athletics trainings to engage the youth in the area. Participants are given a safe space to take part in sports, develop life skills, and also gain awareness about the social issues infecting their community.

The Foundation’s sport for education programmes focus on six communities in the Overstrand in the Western Cape: small communities that are in dire need of support and social investment. Through these programmes, the Foundation reaches and impacts the lives of 520 children and young people per week (boys and girls), from three different cultural groups.

### **3. Institutional arrangements**

The Grootbos Foundation, of which the Football Foundation is a subdivision, is a registered non-profit organisation and has been running social development projects in the horticulture, agriculture, sports and education sectors since 2004. The Grootbos Foundation has ten years of management, operations, research and development, monitoring and evaluation, and fundraising experience. Foundation Directors Michael Lutzeier and Sean Privett ensure good governance is in place and the organisation’s accounts are audited by KPMG. A dedicated Accounts Manager takes care of the finance for the projects and provides financial reports to Directors and funders. Each of the Foundation’s projects is managed by a dedicated project manager who gives direct project feedback to funders.

Staffing decisions are among the most important decisions of the Foundation. The organisation relies on personnel to execute strategies and advance the goals of the Foundation. The strategy includes:

Filling positions with people who are willing and able to do the job; providing accurate and realistic job and skill specifications for each position; providing written job descriptions and conducting performance reviews essential to communicating job expectations and outcomes.



Foundation management staff has completed the NPO Management Programme and the NPO Strategic Management Programme at the University of Stellenbosch Business School. In addition to creating knowledgeable and qualified managers, the Football Foundation's coaches have all successfully completed the Breaking Barriers programme and graduated with an accredited *eta* Certificate in Coaching and Sports Administration. Coaches also receive facilitation training for the delivery of the environmental and HIV/AIDS educational programmes. There is a firm focus on training and development of employees at the Foundation; courses and training programmes are attended regularly and as needed.

The Foundation also runs a very successful Volunteer Programme that attracts young people from around the world who are fervent change-makers aflame with energy and new ideas. They form a vital part of our operations and have enabled the Foundation to expand programmes to Stanford and Hermanus on a bi-weekly basis.

#### **4. Profile**

##### **Sports programmes**

The Foundation began the project with undoubtedly the most popular game in South Africa and the world: soccer. Programmes were designed for boys and girls in different age groups, and teams soon started playing games and participating in tournaments and trials. We soon realised though, that to reach more children (and children from different communities), an expansion to different sports codes was necessary. After one year of running soccer programmes, the games netball and hockey were introduced. Netball is no doubt the most popular girls' sport in South Africa, but hockey is predominantly an elite sport in South Africa, requiring proper facilities and expensive equipment. With the support of a German Hockey club, we introduced hockey to the programme, to nurture talent and give children possibilities to obtain bursaries from good schools. This new sport did not "belong" to any one community, serving as a catalyst for social integration. At the beginning of 2012, Athletics was added to our project and our athletes excelled in cross country races across the province. This all-season programme has a lot of potential and we are eagerly watching the development of the athletes. Like hockey, this is also a fully integrated sport with participants from different ethnic backgrounds.

Netball and a girls' soccer project focuses solely on female engagement. The Foundation attempts to address these issues through female sports and inclusive sports and education programmes so that women and girls will be encouraged to take part in physical activity.

Consistent participation, instead of once off attendance, is vital for the success and reach of the Foundation's programmes. Committed engagement is encouraged through taking daily attendance registers and awarding commitment with training kits, opportunities to participate in educational excursions, and certificates at the end of the year.

##### **Education programmes**

*Dibanisa*

The Dibanisa Youth Environmental Education and Sport Programme is a unique after-school initiative that uses soccer and educational excursions to nature-based projects. The objective is to create an entertaining, yet powerful, learning environment for children from marginalized communities. Dibanisa takes 20 children on a 7-week programme of environmental activities learning about ecosystems, fynbos and marine life, tree planting, sustainable food production, recycling and eco-friendly art. It is a highly-interactive programme, bringing nature and conservation to a level the children can understand, appreciate and enjoy. Learning becomes more appealing and relatable as we use Coaches Across Continents games and the sport of soccer to convey messages. We believe that youth who develop core values of respect will ensure the sustainability of our natural resources and cultivate healthy life styles. By using sport, we teach participants to understand and appreciate their natural environment, develop openness by understanding their responsibility to this environment and empower them to become an effective force for change.

### ***HIV/AIDS Education***

The Foundation's biggest programme in terms of the number of young people reached, is the Grassroot Soccer HIV/AIDS education sessions. The 10-week Skillz curriculum for Grade 6 – 10 learners uses football to educate communities to prevent the spread of HIV. The curriculum is culturally sensitive and presented in a fun and interactive way to ensure that it reaches and appeals to every student. Coaches receive training in the Grassroot Soccer delivery method; they learn to deal with difficult questions, confrontation in groups and conflict situations. After each completed 10-week curriculum, the Foundation partners with the NGO Right to Care who conducts a voluntary HIV testing opportunity for the students. The programme's success with the number of students choosing to know their HIV status has been tremendous. HIV/AIDS affects the general health of young people, and good health is very important for a successful transition to adulthood. It underpins not only the ability of young people to secure employment, but impacts on their ability to fulfil their goals in general. The Foundation uses soccer to address this health crisis, to educate young people about prevention and treatment, and to encourage young people to know their status.

On Friday afternoons and holidays, the Foundation's educational sessions cover a wide range of topics such as careers, health, arts and culture, heritage, gender and other social awareness issues.

### **Skills Programmes**

#### ***Breaking Barriers***

In partnership with Active Communities Network and Exercise Teachers Academy, the Foundation implemented the 6-month *eta* accredited Breaking Barriers Coaching Skills and Administration course for community coaches. It promotes community cohesion, integration, citizenship and youth leadership, trains community coaches and role models and places them

in voluntary and work placement settings that benefit the wider community. Training includes youth work and personal development programmes, and accredited sports management and coaching qualifications. This enables and empowers people to break free from the cycle of poverty and enter the job market. This course has transformed the lives of many of the local residents since 2011, and has added six skilled coaches to the coaching team.

### ***UMNTANA PHAMBILI***

Through a one-year guiding course in collaboration with Grootbos Foundation, this project has an education and training component that gives young adults a career opportunity in guiding in the tourism and environment sector, thereby giving them economic independence. Course topics include guiding in nature, conservation, basic business and entrepreneurship, finance and life skills. Guides attend class and practical sessions for five days per week, which includes theoretical training, practical learning, tasks and assignments, and completing the FGASA Level One Guiding exam.

### **Stanford and Hermanus**

As the Foundation has established and grown its programmes successfully in Gansbaai, it has also expanded to neighbouring towns Stanford and Hermanus. The Foundation has opened up opportunities for more children from marginalized communities, thereby expanding the reach and impact of the Foundation's programmes across the Overstrand area. Children and young people are often left behind in mainstream sports participation because they cannot afford the cost of travelling, membership fees or kit and equipment. The Foundation offers equal opportunities for all children to participate, without the concern of any financial burden to the child or parent. The Foundation has already launched soccer and hockey in Stanford, girls' soccer in Hermanus, introduced the Dibanisa environmental programme to Stanford schools and the HIV/AIDS education sessions in Stanford and Hermanus. The Foundation also assists with holiday programmes for the youth in Hermanus, and provides operational and funding support to the Overstrand Whale Boxing Club's youth programme. Expanding the programme to Hermanus has enabled the different teams to compete on a regular basis, as well as participate in the same programmes or events, thereby making friends from different communities and learning more about competition and team work.

## **5. Results and performance**

### ***Monitoring and Evaluation***

In February 2013, the online Views monitoring system was implemented. This has allowed coaches to collect and analyze their own data, empowering them to evaluate the progress and outcomes of their projects. Coaches and facilitators take attendance registers at each session and a wide range of data is collected through registration forms: age, gender, ethnicity etc. This enables the Foundation to interpret the data as a whole and measure the outputs according to our goals i.e. whether mass participation, social integration, gender equality or participation for all is achieved.

In addition, the staff team conducts: Monitoring site visits to evaluate whether goals are being achieved; Focus groups with coaches, volunteers and staff to explore topics in depth through group discussion; Questionnaires and surveys to gain knowledge about participants, their needs, the impact of the programme and how they perceive the lessons/activities; Pre and post test questionnaires with participants to measure the impact of the HIV/AIDS and Dibanisa programmes.

Independent research is conducted by partner Universities and case studies are documented to fully understand the individuals' experiences in the programme, to document the person's success story and to conduct examination through cross comparison of cases.

### ***Impact and community benefits***

Grassroot Soccer Skillz 2.1 Training: 9 coaches completed the training in 2013 that has enabled them to go into schools to deliver the acclaimed curriculum. A completion rate of 100%.

Dibanisa Environmental Education programme: to date 195 children have participated. A successful completion rate of 74% for the full programme over 7 weeks. The programme showed a 41.9% knowledge improvement in 2012.

In a survey conducted by the Foundation in 2012:

- 78% of parents said that they are aware of the Foundation's programmes.
- 93% of parents said that their child/children experienced positive changes since they started attending Foundation training sessions.
- 96% of parents said that they would be interested to learn more about the work of the Foundation.

Breaking Barriers: for the 2011 and 2012 classes 26 people received their accredited coaching certificates: A successful completion rate of 69%. 84% of the students who completed the course are employed today.

A research article by Swart, Bob, Knott and Salie (2011) concluded that:

- The FFSA has achieved positive results with respect to sport and social programmes. It appears to have successfully achieved less tangible, 'softer' legacies such as encouraging youth development, community development and integration, and community pride.
- The FFSA has built a solid foundation in the Gansbaai community as it is recognized as a valuable asset.

HIV/AIDS Programme 2011:

- 74.7% knowledge improvement amongst participants.

- HIV testing sessions 73% acceptance rate (first group).
- HIV testing sessions 100% acceptance rate (second group).

In a survey conducted by the Foundation in 2010:

- 80% of participants' parents believed that their child meets friends from other communities through the Foundation's sports programme.
- 73% believed that their child's English improved through participating in the Foundation's programmes.
- 90% believed that their child enjoys and looks forward to training sessions.

### Testimonials

#### Dr Matthi Theron, former Masakhane Primary Principal:

*"One of the community threats that poverty is posing is HIV/AIDS. Some teachers are hesitant to talk about sex and illnesses that may accompany sexual activities. It is though much easier for young people to talk to one another about these issues. In this regard the young coaches of the Football Foundation render a critically important function at our school. Their programme is very effective and highly commendable. They save lives. The school just simply cannot do without them. A further risk in our school community is child development and health. The importance of sports and exercise in child development and health is beyond question. The new school curriculum put high demands on teachers and it is very difficult for them to deliver the curriculum effectively and provide extra-mural activities such as school sports. In this regard the staff of the Football Foundation also renders a critically important service to our school. The most striking thing to me about the Foundation staff is the caring and sensitive manner in which they work with our learners. The learners feel valued and cared for which result in trust among staff and learners."*

#### Testimonial from Principal TH Volkwyn, Gansbaai Primary:

*"Gansbaai Primary School is situated in a community that still suffers the effects of apartheid. The socio economic problems which the community encounters, inevitably forms part of the day to day problems which the school has to face with the learners. The Football Foundation forms an integral part of the school's effort to try and eradicate some of these personal problems which our learners encounter."*

**Parent quotes** from a 2012 Foundation survey:

"My child is less aggressive and more respectful since attending the sports..."

"...my boy is more helpful in the house"

"Our child is more active, healthier and lose weight..."

“My child is better behaved and has good knowledge of sport”

“Big football stars come and visit sometimes, which shows the children that nothing is impossible for them and they always have to strive for the best in life”

### **Teacher survey:**

Deon, a teacher at Blompark, said that the programme provides a pathway for students to develop as individuals, as well as the opportunity to see other parts of South Africa. “Dibanisa has had a very positive impact on our school,” Deon said, “because many of the children are able to get out of the community, able to learn about plants, and work together in a group – which often times they are not able to do at the school.” He went on to say how students now at the high school are still talking about trips and environmental excursions they went on as part of their involvement with Dibanisa. Deon also spoke proudly about how Dibanisa continues to inspire the kids to improve their classroom performance. He explained, “We choose kids according to behaviour and how they participate in class. This really motivates them to do better.”

The Dibanisa programme is changing perceptions in communities and schools about nature and the environment: people are learning more about conservation, recycling, the effects of pollution and career opportunities available in nature like guiding, conservation, marine biology and botany. The Foundation has established the first racially integrated youth sports teams in Gansbaai, namely hockey and athletics. The organization also successfully engaged young girls and children living in the townships who struggle from bad conditions: poverty, parental neglect, educational exclusion, and daily exposure to drugs, alcohol, and crime. Opportunities to participate in the project’s activities allow young people to realise their potential as the coaches work to empower them using sport. Furthermore, interacting with other kids who they may not initially spend time with instils valuable lessons and recognition of human worth and equality.

### **Case study**

*Mziyanda Matiwane joined the programme as a soccer player when he was 16 whilst living in the Masakhane township. Friendships developed through the Football fraternity and provided an escape from everyday hardship. Mziyanda did not have high aspirations after graduation from school: opportunities for young people to continue their studies or find jobs were almost unheard of in the township. When Breaking Barriers – an accredited Coaching and Administration Skills course – was launched in 2011, Mziyanda was quick to sign up. He successfully completed the course and graduated with an accredited eta certificate at the age of 20, starting with a job as junior coach. Mziyanda was selected for the 2013 Laureus Youth Empowerment Programme, one of only 35 students selected across the country.*

*“Since joining the FFSA, I have experienced so [many] different things. I’m thankful for the coaches who kept me motivated and positive during a time when all my friends started smoking and drinking. One of the greatest opportunities was being able to get my Sports Coaching Certificate and then being rewarded for my hard work by becoming a junior sports coach. Now I can be more equipped to help the children, like my coach did for me.”*

### **Awards and accolades**

The Foundation’s projects have received various awards and nominations in the sport for development sector, acknowledging the valuable contribution that we are making to South African society:

- 2010 - Mail & Guardian Investing in the Future Award
- 2011 - World Leisure Organization Innovation Prize – Highly Commended
- 2012 - Beyond Sport Awards: Spotlight Project
- 2013 - Shortlisted for Virgin Active Sports Awards: Community Project
- 2013 – International Olympic Committee Sport for All Grant: Sports facilities and public spaces – Winner
- 2013 - Shortlisted for the Beyond Sport Awards: Sport for the Environment

## **6. Lessons of experience**

The sustainability of the Foundation’s projects lie in the valuable partnerships which have been built with corporate funders, local government, community organisations, sports clubs and NGOs. Societal participation is imperative; when communities are capacitated and able to take ownership of projects, it ensures their interest, enables projects to be sustainable into the future and reduces the cost burden on the Foundation.

Each project is set up and supported by different sponsors. In this way the funds needed are much smaller and realistically achievable, and operational costs are divided between the different projects. Regular contact is maintained with each funder through reports, pictures and newsletters; the donor is encouraged to keep supporting the project year on year because it does not require a large cash injection on their part.

### ***Maintaining partnerships***

The first phase is to build the site, but the second phase includes running programmes and sustaining the site. It is crucial to maintain the relationship with the original stakeholders and to bring on board new long-term project partners. Regular meetings have ensured continuous progress, open communication, and working toward the understood goals. If it was not for the good working relationship between the project partners and site stakeholders, the project would not be a success today. Building and maintaining these relationships poses a constant challenge however, especially when dealing with different entities from the private, public and corporate sector and everyone has their respective goals. While these relationships have

a degree of challenge and confrontation to them, most businesses and NGOs recognize their respective goals can't be reached if they don't find ways to work with each other.

Most institutions – businesses, NGOs, governments – recognize that they each have their own unique contribution to make to sustainable development. At the same time, they recognize that building prosperity, preserving the environment, and ensuring an appropriate degree of transparency are things that they can achieve best by working together. Sustainable development challenges are complex and multifaceted. Addressing these challenges effectively requires the kinds of investment and innovation that business brings, the kind of credibility and community engagement that NGOs often bring, and the good governance frameworks and credibility that governments bring. Alone, none of those sectors can achieve what they want and need to achieve. It's only by working together that they can really ensure that the whole is greater than the sum of the parts of their respective contributions (Barrick Beyond Borders, 2012).

Football Foundation Directors Sir Dave Richards, Geoff Rothschild and Michael Lutzeyer have provided unprecedented support in driving the project forward, guiding its activities, giving expert advice and providing good governance. They have been the key people maintaining partnerships with funders.

The Football Foundation values that partnerships make community projects successful and sustainable long-term, especially in rural communities. The Foundation does not only rely on monetary support from funders; there are various ways of adding value to its operations. Donations-in-kind are received from:

- KPMG for financial audits
- Glue for website design and maintenance.
- Volunteers who provide an invaluable “donation” through their coaching and facilitation services. This provides extra human resources to capacitate the project and enables the Foundation to employ and train local coaches.
- Leadership for the programme through Directors and sponsors
- Individuals or sport clubs that donate clothing and equipment

An instrumental part of the Foundation's success of improvement and expansion has been due to partnerships with:

- Grootbos Foundation for educational sessions for the children
- Grootbos Nature Reserve in raising awareness and funds, and hosting guests
- Active Communities Network for Monitoring and Evaluation tools and the Breaking Barriers programme
- Overstrand Municipality for infrastructure, maintenance and development of the sports facility, as well as holiday programmes
- Sports clubs like Alster Club in Hamburg who donate kit and equipment, and help to send hockey volunteers to the project
- Corporate donors like the Premier League and Barclays



- NGOs, including Dibanisa who supports the environmental programme, Foundation for a Safe South Africa who assists with computer literacy, Grassroot Soccer who assists with HIV/AIDS training for coaches and Dyer Island Conservation Trust who assists with the hosting of Dibanisa sessions and meals for the children

### ***Best practice***

The fact that the Foundation has developed the programme to continually adapt and meet the needs of the population illustrates its uniqueness and ensures success. The Foundation has learnt to make learning fun. Children go to school for 7 hours each day and do not want to attend “school” after school. Programmes about the environment were made fun and practical so that the children would look forward to sessions and enjoy learning. Soccer activities have mass appeal and the children don’t even realize they are learning important social and environmental lessons. The Foundation draws upon known examples that the children can relate to and implement themselves (i.e. saving water, recycling, not polluting), so that they can take messages home with them and share with their families and peers at school. Participation is key: provide practical ways for children to participate and remember messages i.e. after teaching them about the importance of plants, show them how to plant a tree and give each of them a tree to plant at home.

Projects should be creative in setting up local mini-tournaments, mixing boys and girls in teams and grouping age groups. Create local interest, competition and opportunities to participate. There is a lot one can achieve with limited resources and limited transport. In order to appeal to the broader community, the HIV/AIDS, environmental, and Breaking Barriers programmes were introduced. These programmes target different groups of people, promote a deeper understanding of various social issues and also promote career development.

### ***Challenges***

The Foundation had its share of challenges starting out in 2008. The aim was to improve social cohesion and to break down racial barriers, which proved to be difficult in a place where cultural prejudices were deeply ingrained in the mindsets of many people. Despite the gleaming new clubhouse and evergreen pitch, there was resistance to the centre and the youth programmes. The Foundation also experienced opposition from a local sports club, making it difficult to carry on at times, but the coaches continued canvassing at schools and in the communities gaining support from teachers and parents, and winning the hearts of children. After months of consultation and talks, the fraternity eventually recognized the Foundation (albeit cautiously and with reservation). It would take a couple of years before they really accepted and started supporting the programmes at the centre.

There is a lack of skilled personnel in rural or semi-rural communities. The aim of the project from the start was to develop and employ local people, but there is a severe lack of skills and so training had to start at grassroots level. Hence on management level there is not enough representation of people from the local community. It is also more difficult to attract

volunteers and parents – the catchment area is smaller and makes for a small pool of resources.

Since the project is rural, there is very little media coverage and it is difficult to attract the attention from regional or national press. It is also more difficult to engage funders for a quick site visit, since most will opt for a project that is easily accessible near a big city such as Cape Town.

### ***Opportunities***

While the Foundation has successfully established multiple sports and education programmes, opportunities to extend its reach, strengthen its programming, and create more community cohesion still exist. Opportunities for improvement or possible ideas that have not yet been implemented include the following:

More community cohesion: possibly through an increased number of team building exercises or combined sport events; this would encourage the different genders, ages and racial groups to interact. Promote a community and society agenda rather than a political or personal agenda. Maximise positive social impact through sports programmes – utilise resources to increase community engagement. Increase participation levels – few other opportunities, also engage children that would not normally be engaged in sport. Stand out from the crowd – many projects in urban areas competing for funds, not so much in rural areas

## **7. Conclusion and recommendations**

Coalter (2007) illustrates the limitations and difficulties of much research evidence for the wider impacts of sport. He argues that sport does not have causal or magical powers; it is the processes of participation, how it is provided and experienced and the combination of a variety of factors. The Foundation learns from its own experiences, studies best practise from other sport for development organizations and gleans information from research conducted in the field. Sport itself does not have magical powers as Coalter states, but engagement in sport over a period of time can lead to countless physical, psychological and social benefits – as the Foundation has observed and tested in its own programmes.

The right information at the right time can change the course of one's future, but ultimately it is up to the individual to determine his or her own success and destiny. South Africa needs to mentor a new generation of positive role models that will transform its schools, its communities and ultimately the country. By giving children access to sport and education, their chances of developing a positive self-esteem, trust, discipline, social skills and hope for the future are tremendous and will prepare them for life. Young people flourish with direction and with having someone take an interest in their well-being. By engaging the youth with constructive activities that provide them with opportunities for training and employment, education and life skills, young South Africans can break free from the cycle of

poverty and crime and bring hope to communities: Today's young people, given hope, dreams and direction, are indeed tomorrow's leaders.

## 8. Sources:

Barrick Beyond Borders, 2012. The case for public-private partnerships. Accessed online 8 May 2013: <http://barrickbeyondborders.com/2012/12/the-case-for-public-private-partnerships-part-1/>

Coalter, F. (2007) *A wider social role of sport*. New York: Routledge.

Grootbos Foundation, 2010. Future Trees. Gansbaai, South Africa. Accessed online 20 April 2013: <http://www.grootbos.com/en/things-to-do/responsible-tourism/green-futures>

Swart, K. Bob, U. Knott, B. and Salie, M (2011) A sport and sociocultural legacy beyond 2010: A case study of the Football Foundation of South Africa, *Development Southern Africa*, 28:3, 415-428. Available from <http://dx.doi.org/10.1080/0376835X.2011.595997> [Accessed 16 August 2011].

Perold, Cloete and Papier, 2012. Shaping the Future of South Africa's Youth: Rethinking post-school education and skills training. *African Minds*, p47.

Price, 2012. Youth unemployment: South Africa's ticking bomb. *Mail and Guardian*. Accessed online 21 February 2012: <http://mg.co.za/article/2012-02-21-youth-unemployment-south-africas-ticking-bomb/>

Right to Play, 2012. Our Impact: Final Report. Sport And Gender: Empowering Girls and Women. Accessed online 10 June 2013: [http://www.righttoplay.com/International/our-impact/Documents/Final\\_Report\\_Chapter\\_4.pdf](http://www.righttoplay.com/International/our-impact/Documents/Final_Report_Chapter_4.pdf)

UNAIDS, 2012. World AIDS Day Report. Geneva, Switzerland. Accessed online 9 May 2013: [http://www.unaids.org/en/media/unaids/contentassets/documents/epidemiology/2012/gr2012/JC2434\\_WorldAIDSday\\_results\\_en.pdf](http://www.unaids.org/en/media/unaids/contentassets/documents/epidemiology/2012/gr2012/JC2434_WorldAIDSday_results_en.pdf)

## CASE 18: KICKING FOR PEACE

Marion Keim

### 1. Introduction and Background

*Kicking for Peace* is a grassroots initiative using sport to develop skills and attitudes that help build a just, peaceful society.

Mission of project: *Kicking for Peace* brings together boys and girls from volatile, formerly segregated communities in South Africa to share in the joys of soccer and learn life skills that transform them into citizens equipped to live together peaceably and for all to participate cooperatively in the development of our nation.

Children in the participating communities have few extra-curricular programs, little supervision, and minimal contact with the world outside their townships. Kicking for Peace gives youth something to belong to without having to join a gang. Multicultural soccer teams provide a healthy alternative to drugs, violence and crime. The project exists since 2006, it offers multilingual activities using sport as a tool for conflict resolution, peace building, and social transformation. Essential skills are taught for a just and harmonious society to build bridges across racial divides through soccer. These life skills modules include conflict transformation skills, communication, problem solving, leadership, community development, and peace building skills. The youth learn about fair play and about managing conflict and communicating with peers from different backgrounds, where few extramural activities or recreational programs are taking place. Their capacities for trust, love, and dedication grow as they develop respect for themselves and others from whom they were forcibly separated. Attitude change has been measured through participatory evaluations conducted in cooperation with the University of the Western Cape. A focus of this initiative is to use soccer as a vehicle to bring different communities together leading to nation building and reconciliation. The Network's members believe *Kicking for Peace* will assist in the social transformation of South Africa's communities and at the same time spread the enthusiasm of soccer to all communities in the Western Cape.

### 2. Historical Context contemporary trends and nature of activity

*Kicking for Peace* is a model grassroots initiative that uses soccer as a vehicle for social transformation, conflict prevention and peace-building in South Africa.

Since apartheid ended in 1994, we are in a post-conflict and current conflict situation, with the world's highest murder and rape rates and xenophobia on the rise. Apartheid's legacy still persists in the form of ongoing separation between different cultural groups and deep

mistrust between individuals. Apartheid destroyed the fabric of trust that holds society together, and it has not yet been repaired.

We created our network in 2005 to facilitate a process of social healing and giving voice to people who have been historically silenced and separated by apartheid. The objective of Kicking for Peace is to build new confidence, respect and trust among youth and adults. Operating the project through a broad-ranging, multicultural network is the best way to achieve that objective. This supports our fundamental goal of restoring true democracy in South Africa.

The Western Cape Network for Community Peace and Development, help youth develop skills and attitudes needed to build a harmonious society. We offer multilingual activities (Xhosa, English, Afrikaans), including soccer practice, tournaments and life skills training for boys and girls in twelve different townships—formerly segregated communities with almost no recreational activities. Through soccer, we teach communication, problem-solving, leadership and conflict transformation to youth from black, white and colored communities, some being refugees from other African countries thus building bridges across racial divides.

## 2. Institutional arrangements

The *Kicking for Peace* initiative is a soccer program run by **the Western Cape Network for Community Peace and Development**, a unique collaboration of 40 NGOs, local communities, and the University of the Western Cape, supported by the provincial government and the City of Cape Town. The Network is a collectively guided independent and registered non-profit provincial umbrella organization of 40 NGOs working in the field of conflict resolution, youth, women, community development and peace building, and sport in the Western Cape. Its members share common values aimed at empowerment, youth development, peace building, conflict management, democracy, sustainable development, human dignity, diversity, integrity, transparency, accountability, and non-discrimination. These common help to create conflict-free and sustainable communities and provide a platform from which the Network can work.

The activities of the Network are geared towards building conflict resolution and peace building capacity in civil society as well as the building of stronger relationships between civil society, academic institutions, and government. The active exchange of ideas, approaches, and work experiences in the field happens at regular meetings, every 6 weeks. Joint initiatives such as community programs, training, youth projects like the Kicking for Peace Soccer initiative of the “Sport for Peace” Network program, and research, are priorities for the Network and Kicking for Peace is part of Sport for Peace. The network is managed by the Executive committee consisting of Chair, vice chair, treasurer, secretary and additional members , head of sub clusters. (please get management structure from Anita). The sub-

clusters of the network used to be the following 7: Sport, Kicking for Peace, School., Youth , PR/media , Peace Advocacy /Women and Security.

### **Finance**

**When we won the Beyond Sport Award in 2010 in Chicago as the best international project for sport and conflict resolution ( from over 400 project form 115 counties) , we for the first time opened a bank account as the award included a cash prize,**

Kicking for Peace had been financed so far (2006 -2010) by in-kind contributions from the Western Cape Network's members. The Office of the Premier provides support for our holiday events, the City of Cape Town provides transport, the Department for Social Services provides food, the German Consulate donates outfits and balls, and the University of the Western Cape provides student coaches. Kicking for Peace initiative is assisted by the NGO's involved in the different communities. and additional in-kind donations from government and other Network members.

By "staffing" the Kicking for Peace project primarily through NGO members (employed by their respective NGOs) and in-kind contributions, we are able to maintain and expand our program with relatively small amounts of money. Small contributions have an enormous impact on the lives of the children and communities we serve.

In short, we have long-time partnerships, a diverse funding base, and a low operating budget, with no overhead costs. Our primary expenditures are for tournaments and life skills training

### **Effective partners and the type of relationships**

**Our partner,** ICESSD of the University of the Western Cape provides us with facilities for our events and trainings. In cooperation with them we established the first 60 credit course in Conflict Management and Transformation between a NGO Network and a university for our youth leaders and coaches.

They also assist us in the monitoring and evaluation of the impact of our programme and in jointly presentations of our programme in local, national and international seminars and workshops.

The City of Cape Town supports the Kicking for Peace in providing training spaces for our leaders and coaches in their 6 month 2010 Sports Leadership programme empowering our members and enabling them to impact on their communities in the area of conflict transformation, leadership through Kicking for Peace events.

The Premier's Office of the Western Cape and the INWENT provides us with support for our tournaments and trainings in form of food, transport for our youth and funding for our accredited conflict trainings.

Our fellow members of our Network for Community Peace and Development support us with capacity building in form of life skills training, facilitators, and youth camps.

Our patron Archbishop Tutu supports us in public and motivates our youth.

**3. Profile ( vision , strategic objectives etc) and organisational structure** including role and responsibilities please ask Anita for a copy of our strategic plan

#### **4. Results and Performance /benefits**

The Network aspires to become a replicable model for other provinces and provides guidance for others to establish similar networks in a creative and collaborative way. The outcomes of the Network's efforts since its inception in 2005 include the establishment and support of a provincial network for organizations, academic institutions, and government departments striving for community peace and development.

The Network assisted in the analysis of training needs as well as the training capacity of current Network partners and in accessing service providers who can offer training and any other support with regard to community peace and development. Through the provision of regular seminars and forums the Network discusses areas of interest and builds strong relationships amongst similar organizations. Other outcomes include the mobilization of communities to address issues of gang violence, violence against women and children, youth at risk, social transformation, healing, and the implementation of community-based programs for children and youth involving sport as a means for conflict prevention and transformation, peace building, and social change.

The Network uses sport as a tool for community development, social transformation, and peace building and established a Sport for Peace program in 2006. It has been using sport as a training tool for an active, healthy life style, but also as a vehicle for fostering sportsmanship, friendships, citizenship, and social inclusion for 6 years and hosted many events different communities of the Western Cape. The events were organised with support from the City of Cape Town, the German Consulate, UWC , Department for Social Development, DCAS , CSV-Construction.

A combined sport and life skills program emphasizes the important role sport can play as a means for empowerment and personal development, and for social transformation and reconstruction, crime prevention, peace building, and democracy.

Some of our qualitative evaluations showed that Kicking for Peace reduces conflict and violence by giving youth something to belong to without joining a gang : multicultural soccer teams and skills to manage conflict, to act as leaders and peer mediators.

The participating communities are volatile with a high crime rate and a high youth unemployment rate of over 60%. Prior to our project many youth had no contact with other cultural groups. Since 2009 we have trained 32 coaches/mentors– 2-3 from each community – passing on leadership and conflict transformation skills through soccer. We also trained 28 community leaders from 14 additional communities in conflict management and social transformation in a 6 months course by our Network in cooperation with UWC.

In addition to the Kicking for Peace for youth,, accredited training in conflict resolution and coaching courses are offered with the University of the Western Cape. In 2009, 60 coaches and mentors were trained, and in 2010, 150 sports youth leaders were trained in conflict resolution and leadership skills as part of the City of Cape Town's 2010 Leadership Program. offering 30 of our youths conflict transformation and leadership training facilitated by ICESSD and our facilitators for the youth to become peer mediators in their respective communities. These trainings have impact on members of 26 communities fostering tolerance and understanding.

In 2012 we offered some members of the network to join an M&E course offered by ICESSD/UWC. These training programs have affected many communities, fostering tolerance and understanding, whilst nurturing cooperation. In addition we enjoy good partnerships. Please see section on partnerships under 3. Institutional arrangements.

## **5. Lessons Learned: Practical Insights from the *Kicking for Peace* Project**

The project's long-term goal is to build a South Africa that is free of prejudice and violence. When working in a place that has yet to recover from violent conflict, segregation, and social or ethnic exclusion, it has been proven crucial for the Network to involve parties from all cultural groups. The Western Cape Network for Community Peace and Development a unique grassroots network is (the only one as far as we know) that brings together South Africa's disenfranchised black populations with white and colored groups. This is why Archbishop Desmond Tutu agreed to become the patron of Kicking for Peace.

The project's success depends on being able to reach across socio-historical and cultural divides that have demarcated South African communities for decades. By initiating the project through a network of 40 NGOs and other entities, the project can reach more deeply into communities and achieve greater participation than a single NGO might achieve. Every hour spent in sport and life skills training is an hour not spent in activities that undermine youth's lives, such as drugs, gangsterism, and crime. The model is easily replicable in other provinces with the potential to serve millions of children.

The Network facilitates a process of social healing and voice giving to people who have been historically silenced and separated by apartheid. The objective of *Kicking for Peace* is to build new confidence, respect, and trust among youth and adults. Operating the project through a



broad ranging, multicultural network is the best way to achieve that objective. This multicultural setup supports the project's fundamental goal of restoring true democracy and a peaceful and caring society in South Africa.

In addition to the Kicking for Peace for youth,, accredited training in conflict resolution and coaching courses are offered with the University of the Western Cape. In 2009, 60 coaches and mentors were trained, and in 2010, 150 sports youth leaders were trained in conflict resolution and leadership skills as part of the City of Cape Town's 2010 Leadership Program. In 2012 we offered some members of the network to join an M&E course offered by ICESDD/UWC. These training programs have affected many communities, fostering tolerance and understanding, whilst nurturing cooperation. In addition we enjoy good partnerships. Please see section on partnerships under 3. Institutional arrangements.

## **Conclusions and Recommendations**

### **Recommendations:**

Sport has a meaningful function for social transformation, community development, and peace building in South African society. Whether sport can, in fact, fulfill this function and play this challenging role of a community developing peace-building vehicle depends to a large extent on the way in which sport is organized and presented. On its own, sport cannot reverse poverty or prevent crime or violence, solve unemployment, stop corruption, or encourage the respect of human rights. The establishment and support of a provincial and national network for organizations, academic institutions, and government departments striving for community peace and development is therefore vital.

AS THE HOST OF THE 2010 FIFA WORLD CUP SOUTH AFRICA HAS ATTRACTED INCREASED ATTENTION AND WIDESPREAD PUBLIC INTEREST. THE DEGREE TO WHICH SPORT BECOMES A KEY PART OF THE SOLUTION TO PRESSING SOCIAL AND DEVELOPMENTAL CHALLENGES IN SA DEPENDS ON LOCAL AND NATIONAL ROLE PLAYERS .. THE WORLD CUP IS SUPPOSED TO LEAVE A LEGACY WITH REGARDS TO INFRASTRUCTURE, TOURISM, AND ALSO NATION-BUILDING WHILST CREATING A COMMON IDENTITY.

Those in influential sport positions have yet have come to terms with the important influence they have and can have on South African society.

Cooperative approaches between DCAS/ SRSA and Department of Health, Social Development etc. are recommended, one crucial one being joint efforts that Physical Education as a subject that is taken seriously should be taught in every SA school.

MORE PUBLIC DISCUSSIONS ARE NEEDED TO TALK ABOUT THE CHALLENGES THAT EXIST NATIONALLY IN BUILDING EFFECTIVE AND SUCCESSFUL SPORTING INITIATIVES THAT CAN

THE CASE FOR SPORT IN THE WESTERN CAPE: SOCIO-ECONOMIC BENEFITS OF SPORT AND RECREATION  
ENHANCE SOCIAL COHESION AND PEACE BUILDING, AND HOW CAN THESE CHALLENGES BE  
OVERCOME.

More research is needed and therefore more recognition given on how both recreational and professional sport at the community level are used as a positive force for reconstruction, development, reconciliation, and peace.

## **CASE 19: PROFILING VOLUNTEER TOURISTS FOR THE BENEFIT OF HOST ORGANISATIONS: THE CASE OF A SEABIRD REHABILITATION CENTRE IN THE WESTERN CAPE, SOUTH AFRICA.**

Carolé Olivier, Simeon Davies and Etienne Joubert

The original case study was published in the *African Journal for Physical, Health Education, Recreation and Dance (AJPHERD)*. AJPHERD reserve copyright and has given their permission to publish this case study in this publication.

### ***How to cite this article:***

Olivier, C., Davies, S.E.H. & Joubert, E. (2015). Profiling volunteer tourists for the benefit of host organisations: The case of a seabird rehabilitation centre in the Western Cape, South Africa. *African Journal for Physical, Health Education, Recreation and Dance*, Supplement 1 (December), 89-99.

### **Introduction**

It is important for any organisation that wants to be sustainable to have an understanding of all its various role players. This is especially true for any non-profit organisation (NPO) which relies on the assistance of volunteers and the financial support of the general public, government, and corporate companies. The focus of this paper is on volunteer tourism and the role player of interest is the volunteer tourist.

Volunteer tourism is considered as one of the fastest growing forms of tourism worldwide because of its increasing accessibility by general tourists (Sin, 2009), but many researchers (Benson & Seibert, 2009; Hill, Russell & Brewis, 2009; Sin, 2009; Alexander, 2012; McGehee, 2012; Lupoli & Morse, 2015) have agreed that there is a lack of research across the volunteer tourism spectrum with Wearing and McGehee (2013) suggesting that volunteer tourism as a research field, is standing on the edge of opportunity.

Volunteer tourists are those individuals who travel to other countries for the primary purpose of providing an unpaid service to others or the environment, usually for the benefit of the community (Wearing, 2001). Govender and Rogerson (2010) identified a growing element of youth tourism in Africa, which they noted was driven in part by volunteer tourism, whereby young people had an increasing willingness to volunteer their services abroad.

The NPO (also referred to as the host organisation), under investigation is The Southern African Foundation for the Conservation of Coastal Birds (SANCCOB). SANCCOB is a “leading marine-orientated non-profit organization which has treated more than 90 000 oiled, ill, injured or abandoned African penguins and other threatened seabirds since being established in 1968” (SANCCOB, 2012a). SANCCOB’s efforts have ensured that the wild African penguin

(an endangered species) population is 19% higher today (SANCCOB, 2012b). In addition to a small group of paid staff members, volunteers play an integral part in SANCCOB's operation (SANCCOB, 2012b) and the earliest indication of international volunteer involvement was in the year 2000. International volunteers can contact SANCCOB directly and programme participants must be 18 years and older. The programme requires a six week minimum commitment and also has a programme fee of R1 200 for the first six weeks and R200 per week thereafter. It is unclear from SANCCOB's website whether the organisation partners with formal volunteer companies or English Foreign Language (EFL) schools but a web search found at least 2 formal volunteer companies which listed SANCCOB as a volunteer project.

Managing this unique human resource can be challenging (Cousins, Evans & Sadler, 2009; Sin, 2009; Sin, 2010) and if a NPO wanted to create a relationship that was mutually beneficial, seeking to understand their volunteer tourists by compiling a comprehensive profile study, would be a good point of departure. However, no guidelines for what constitutes a profile study seems to exist. It could therefore be argued that a profile study can contain any information that the organisation considers to be important or business critical. In addition, a comprehensive profile approach will also address the growing criticism by Sin (2009) and Tomazos and Butler (2009) who have questioned tourist and formal volunteer company motivations as well as the benefits of volunteer tourism for both volunteer tourists as well as host organisations.

A review of the current literature indicated that a number of volunteer tourism profile studies have been conducted in recent years by Broad (2003) and Brightsmith, Stronza and Holle (2008) who investigated volunteer tourist motivations; Caissie and Halpenny (2003) who ascertained the legacy link and motivation of individual volunteer tourists; and Stoddart and Rogerson (2004) and Benson and Seibert (2009) whose studies focussed on specific organisations and specific nationalities respectively.

It was also found that most volunteer tourism profile studies are mostly volunteer tourist centred and reported mostly on demographic and motivation factors. Within the South African context there appears to be a paucity of research with only two volunteer tourist profile studies published by Stoddart and Rogerson (2004) and Benson and Seibert (2009). The study by Stoddart and Rogerson (2004) compiled a profile of international volunteers at Habitat for Humanity, South Africa, whereas the study by Benson and Seibert (2009) sought to determine the motivations for participation in volunteering at specific programmes of German volunteers in South Africa. Both studies included demographic factors such as age, life stage, gender, country of residence and prior volunteer tourist experience as well as motivational factors and excluded factors that provided evidence of how volunteer tourists or host organisations benefited from the volunteer experience.

This paper focusses on a comprehensive profile of SANCCOB's international volunteer programme participants. The information will provide this host organisation with information

on how to effectively manage programme participants. This profile will include demographic factors, motivational factors and SANCCOB-specific factors. This paper will also present evidence of a mutually beneficial relationship.

## **Methodology**

A quantitative data collection method in the form of a fourteen question, anonymous, self-administered, online questionnaire was used to collect responses through SurveyMonkey®, an online survey tool. The use of questionnaires is widely accepted as a method of data collection in the tourism industry and South African based volunteer tourist profile studies by Stoddart and Rogerson (2004) and Benson and Seibert (2009) compiled profiles of international volunteers through the use of questionnaires.

The sample group consisted of 416 international volunteers that spent any length of time volunteering at SANCCOB's facility in Table View, Western Cape, South Africa between 2009-2013. To ensure validity, an anonymous, self-administered, online questionnaire was used. The questions used were taken or developed from published research studies by Bang and Ross (2009); Benson and Seibert (2009) and Ooi and Laing (2010). Additional SANCCOB-specific questions were designed to gather data which enabled the compilation of a comprehensive profile of international volunteers and provide information on benefits to the host organisation. Reliability was ensured through the removal of all possible situational bias. The consistency in response by the participants also provided an indication of the reliability of the research tool.

A pilot study was conducted prior to administering the online questionnaire, ensuring that the questionnaire worked in different computing environments, on different platforms (McGivern, 2003) and also provided an opportunity for the understanding of statements, questions and statements to be tested (Benson & Seibert, 2009).

Potential participants received a personalised e-mail sent through SurveyMonkey® providing information on the purpose of the study, ensuring confidentiality of personal information, listing contact details of the researcher and requesting voluntary participation.

## **Results and Discussion**

This section provides relevant data and insight regarding the profile of volunteer tourists at the seabird rehabilitation centre and provides evidence of a mutually beneficial relationship. The number of usable respondent returns for this study was 110, resulting in a 26.44% response rate.

### ***The profile of volunteer tourists at SANCCOB***

*Demographic factors*

At the time of completing the online questionnaire, the gender representation was 88.18% (97) females and 11.82% (13) males. The largest age group (40%) was respondents aged 18 to 21 years, with 38.18% of respondents indicating that they were between 22 and 29 years old. Respondents who were aged 36 years and older (with the oldest respondent being 60 years of age) comprised 10.9% of participants, whereas 8.18% of respondents were reported to be between 30 and 35 years old.

The largest percentage of respondents (38.18%) were working prior to participating in SANCCOB's international volunteer programme, whereas 29.09% of respondents indicated that they were students at university. The remaining 32.74% indicated that they were on a gap year (10.91%); in high school (10.91%); travelling (4.55%); on a sabbatical (3.64%); unemployed (1.82%) or retired (0.91%). Respondents resided in 24 countries across the world. These countries included USA (25); England (20); Germany (16); Switzerland (9); Australia (5) and Canada (4).

The majority of respondents (67.27%) had volunteered at least once before participating in SANCCOB's international volunteer programme. Within this group of experienced volunteers, the highest percentage (50%) of respondents had volunteered between 1 and 3 times prior to volunteering at SANCCOB; 10.91% had previously volunteered more than 7 times and 6.36% had volunteered between 4 and 6 times prior to volunteering at SANCCOB.

Most of the participants (62.37%) self-funded the trip, whereas 16.38% received support from parents or guardians. A further 10% of respondents indicated that parents or guardians paid for the trip and the remainder of respondents (9.09%) either fundraised for the trip (4.55%) or received a scholarship/grant (4.55%).

The demographic profiles of respondents who participated in this study were largely congruent with demographic factors reported in the literature, which included age, life stage, gender, country of residence, prior volunteer tourist experience, as well as methods of funding (Broad, 2003; Stoddart & Rogerson, 2004; Benson & Seibert, 2009; Holmes & Smith, 2009; Sin, 2009; The International Ecotourism Society, 2009; Tomazos & Butler, 2009; AVIVA, 2010; Alexander, 2012; Via Volunteers, 2014).

*Motivational factors*

The motivations of the volunteer tourist as an individual is one of the "deeper streams of research in volunteer tourism" (Wearing & McGehee, 2013:122) but as Benson and Seibert

(2009) point out, there has been a lack of a common theoretical approach. This study made use of the Push and Pull motivation theory that was developed by Crompton (1979) and the questionnaire used by Benson and Seibert (2009), with slight modifications for the present study. Push factors are those intrinsic motivating factors that act as a compelling force and essentially pushes the volunteer tourist away from home to travel (Crompton, 1979; Dann, 1981; Ryan & Deci, 2000; Awaritefe, 2004). It is therefore tourist centric. Pull factors are different because they are destination centric. These pull factors are the attributes of the destination that attracts the tourist to select it as the destination of choice (Crompton, 1979; Dann, 1981; Ryan & Deci, 2000; Awaritefe, 2004).

Study participants were presented with push and pull motivation statements that was measured on a 5-point Likert scale, which ranged from 'very important' (scale of 1) to 'not important at all' (scale of 5). The results showed that the average mean score for all push factors was 2.46, whereas all the pull factors had an average mean score of 2.68 (Table 1).

**Table 1:** Strength of Push and Pull motivational factors

Motivational factor category	Mean
Push motivational factors	2.46
Pull motivational factors	2.68

The results also indicated that the 5 highest ranking motivational factors comprised of push factors (Table 2). The results was similar to the study by Benson and Seibert (2009) who also reported that push factors (2.63) was more important than pull factors (2.88) but was contrary to the suggestion forwarded by Wearing (2001) that pull factors are ranked higher than push factors.

**Table 2:** Five most important motivational factors

Motivation	Mean	Push/Pull
To experience something different, something new	1.31	Push
To help seabirds who are in need	1.32	Push
To work with penguins	1.40	Push
To live in another country	1.55	Push
To have fun and a good time	1.60	Push

Twenty eight Likert scale statements were constructed in order to determine which push motives drove study participants to leave home and travel. The results indicated that the average score for the factors listed was 2.46. The three most important push motives were: to experience something different, something new (1.31); to help seabirds who are in need (1.32); and to work with penguins (1.40) whereas the motives that respondents listed as the

lowest motivational factors were: to meet someone special; potential for romance (4.56); to improve my physical appearance (get a tan) (4.43); loneliness (4.25); and to escape from extreme weather (4.05).

Understanding which pull motives led respondents to choose SANCCOB as a destination was important because it gave the organisation an insight into the extent that Cape Town as a city and SANCCOB as a world renowned seabird rehabilitation centre influenced respondents' decisions to participate in this volunteer project. The average score for the 8 Likert scale pull motive statements was 2.68. The two most important pull motives were listed as: meet African people (2.23); and the proximity of Cape Town (2.43). The motives that respondents listed as the lowest motivational factors were: opportunity to experience the Cape Winelands (3.40); and opportunity to participate in adventure activities (rafting, rock climbing, shark cage diving, etc.) (3.05).

As is evident, the results did not support some of the current literature by Mustonen, (2007) and Sin (2009), which suggested that volunteer tourists are egoistically (helping oneself first) motivated. The results do however support the findings from previous South African based studies by Stoddart and Rogerson (2004) and Benson and Seibert (2009), which found that participants were motivated by new and different experiences, helping others and getting to know others, especially African people.

#### *SANCCOB-specific information*

It was important for SANCCOB to collect information, which provided insight into current volunteer management practices, as well as providing a resource to be utilised in future fundraising and marketing efforts. SANCCOB requires a 6 week minimum commitment from programme participants and 58.18% met this requirement while another 33.64% exceeded this requirement. While 58.18% stayed 5-6 weeks at SANCCOB, this percentage diminished the longer volunteers stayed with 21.82% having stayed for 7-8 weeks, and only 11.82% who stayed for 9 weeks or more.

The majority (75.45%) of respondents booked their volunteer trip through a formal volunteer company whereas less than 25% of respondents booked their trip directly through SANCCOB, pointing to the importance of maintaining relationships with formal volunteer company partners. When providing feedback about project information received prior to arrival at SANCCOB, the majority of respondents (80.91%) found the project information with regards to the types of seabirds that volunteers would work with to fall into the 'very helpful' and 'extremely helpful' categories of response. The project information related to the physical nature of the work (72.73%); type of tasks volunteers were going to do (71.82%); hours of work (66.36%); number of days volunteers were going to work (60.91%); and the level of responsibility volunteers were going to have (67.27%) were only found to be 'somewhat



helpful’ to ‘very helpful’. This would indicate an area of improvement for SANCCOB and formal volunteer company partners.

An overwhelming majority of respondents (90.90%) were very satisfied with the overall experience of volunteering, the experience they had gained as a result of volunteering (94.69%), and the life skills gained from volunteering at SANCCOB (89.09%). The results when considered in the context of benefit to the respondent, would suggest that the majority of participants benefited from the experience, which impacted positively on their acquisition of life skills.

#### *Indicators of a mutually beneficial relationship*

For a relationship to be mutually beneficial, both parties need to benefit from the relationship. In addition to receiving funds through the volunteer project fees, receiving assistance on a daily basis and transferring knowledge and skills, there were a number of other post-trip actions and activity results, which would indicate that a mutually beneficial relationship exists.

The overwhelming majority (95.45%) of respondents indicated that they wanted to remain in contact with SANCCOB after completing this project. Respondents also indicated that they often visit SANCCOB’s social media sites (Facebook, Twitter, YouTube, Pinterest) (61.82%); sent weblinks and social media articles to family and friends to make them aware of how they could support SANCCOB (50.91%); motivated friends, family, colleagues or fellow students to volunteer at SANCCOB (42.73%); and encouraged friends, family, colleague or fellow students to make a donation to SANCCOB (28.18%). The results also show that financial support also extends post-trip. However, significantly fewer respondents participated in post-trip financial actions and activities. Only 16.36% supported SANCCOB through purchasing merchandise online via the SANCCOB website, while 13.64% donated money through the ‘Adopt a penguin’ programme (SANCCOB, 2012c). Other forms of donation included a very small percentage of respondents who contributed through a once-off online donation (9.09%); a once-off donation via Electronic Funds Transfer (EFT) (0.91%); and participated in a fundraising event for SANCCOB (0.91%).

These results seem to support the findings by studies which found that volunteer tourists often become involved in activities that are construed to be conscious raising and are socially meaningful and support the host organisation through the purchasing of goods and services (McGehee & Santos 2005; Brightsmith et al., 2008; Sin, 2009; Alexander, 2012; McGehee, 2012). These results also indicate that when provided with the opportunity, volunteer tourists will continue to financially support the host organisation through other actions such as online donations and fundraising events.

## Conclusion

This case study which investigated SANCCOB, a seabird rehabilitation centre in South Africa, clearly indicated that volunteer tourists at this organisation were mostly European females aged 18-29 years who worked and paid for the trip themselves. Participants had some volunteering experience and were motivated to participate in this volunteer project because they wanted to experience something different and new. Project participants stayed for 5 weeks or longer, made use of formal volunteer companies to book their trip but found the pre-project information only to be generally acceptable. The use of a comprehensive profile also elucidated that a mutually beneficial relationship exists between participants and this host organisation. This confirms that as the volunteer tourism industry continues to grow and NPOs with limited human and financial resources exist, more broader focussed profile research studies are needed to address firstly, a growing criticism over the value of the experience to both the participant and host organisation; and secondly, provide valuable information that will enable NPOs to manage this challenging, yet critical human resource.

## References

- Alexander, Z. (2012). International volunteer tourism experience in South Africa: An investigation into the impact on the tourist. *Journal of Hospitality Marketing & Management*, 21(7), 779-799.
- AVIVA. (2010). *Frequently asked questions* [Online]. Available: <http://www.aviva-sa.com/frequently-asked-questions.php>. (Accessed: 8 April 2015)
- Awaritefe, O. (2004). Motivation and other considerations in tourist destination choice: A case study of Nigeria. *Tourism Geographies: An International Journal of Tourism Space, Place and Environment*, 6(3), 303-330.
- Bang, H. & Ross, S.D. (2009). Volunteer motivation and satisfaction. *Journal of Venue and Event Management*, 1(1), 61-77. [Online]. Available: [http://sc.edu/study/colleges\\_schools/hrsm/research/research\\_journals\\_and\\_publications/](http://sc.edu/study/colleges_schools/hrsm/research/research_journals_and_publications/) (Accessed: 29 August 2015)
- Benson, A. & Seibert, N. (2009). Volunteer tourism: Motivations of German participants in South Africa. *Annals of Leisure Research*, 12(4), 295-314.
- Brightsmith, D.J., Stronza, A. & Holle, K. (2008). Ecotourism, conservation biology, and volunteer tourism: A mutually beneficial triumvirate. *Biological Conservation*, 141(11), 2832-2842.
- Broad, S. (2003). Living the Thai life - A case study of volunteer tourism at the Gibbon rehabilitation project, Thailand. *Tourism Recreation Research*, 28(3), 63-72.

Caissie, L.T. & Halpenny E.A. (2003). Volunteering for nature: Motivations for participating in a biodiversity conservation volunteer program. *World Leisure Journal*, 45(2), 38-50.

Cousins, J.A., Evans, J. & Sadler, J.P. (2009). 'I've paid to observe lions, not map roads!'—An emotional journey with conservation volunteers in South Africa. *Geoforum*, 40, 1069-1080.

Crompton, J.L. (1979). Motivations for pleasure vacation. *Annals of Tourism Research*, 6(4), 408-424.

Dann, G.M.S. (1981). Tourism motivation: An appraisal. *Annals of Tourism Research*, 8(2), 187-219.

Govender, M. & Rogerson, C.M. (2010). Volunteer tourism: An emerging element of youth travel in Africa. *Commonwealth Youth and Development*, 8(1), 3-19.

Hill, M., Russell, J. & Brewis, G. (2009). *Young people, volunteering and youth projects: A rapid review of recent evidence*. [Online]. Available: [http://www. ivr.org.uk/ images/ stories/ Evidence%20Bank/v20formative20evaluation20rapid20evidence20review20-20formatted20-20Dec202009-1.pdf](http://www.ivr.org.uk/images/stories/Evidence%20Bank/v20formative20evaluation20rapid20evidence20review20-20formatted20-20Dec202009-1.pdf). (Accessed: 20 April 2015)

Holmes, K. & Smith, K. (2009). *Managing Volunteers in Tourism: Attractions, Destinations and Events*. Oxford, UK: Butterworth-Heinemann.

Lupoli, C.A. & Morse, W.C. (2015). Assessing the local impacts of volunteer tourism: Comparing two unique approaches to indicator development. *Social Indicators Research*, 120(2), 577-600.

McGehee, N.G. & Santos, C.A. (2005). Social change, discourse and volunteer tourism. *Annals of Tourism Research*, 32(3), 760–779.

McGehee, N.G. (2012). Oppression, emancipation, and volunteer tourism: Research propositions. *Annals of Tourism Research*, 39(1), 84-107.

McGivern, Y. (2003). *The Practice of Market and Social Research*. Harlow, UK: Prentice Hall.

Mustonen. P. (2007). Volunteer tourism – Altruism or Mere tourism. *Anatolia: An International Journal of Tourism and Hospitality Research*, 18(1), 97-115.

Ooi, N. & Laing, J.H. (2010). Backpacker tourism: Sustainable and purposeful? Investigating the overlap between backpacker tourism and volunteer tourism motivations. *Journal of Sustainable Tourism*, 18(2), 191-206.

Ryan, R.M. & Deci, E.L. (2000). Intrinsic and extrinsic motivations: Classic definitions and new directions. *Contemporary Educational Psychology*, 25(1), 54–67.

SANCCOB (2012a). *Local volunteer*. [Online]. Available: <http://www.sanccob.co.za/local-volunteer>. (Accessed: 12 May 2015)

SANCCOB (2012b). *What we do*. [Online]. Available: <http://www.sanccob.co.za/what-we-do>. (Accessed: 12 May 2015)

SANCCOB (2012c). *Adopt a penguin*. [Online]. Available: <http://www.sanccob.co.za/you-can-help/adopt-a-penguin/adopt-a-penguin-detail>. (Accessed: 16 April 2015)

Sin, H.L. (2009). Volunteer tourism—“involve me and I will learn”? *Annals of Tourism Research*, 36(3), 480-501.

Sin, H.L. (2010). Who are we responsible to? Tales of volunteer tourism. *Geoforum*, 41, 983-992.

Stoddart, H. & Rogerson, C.M. (2004). Volunteer tourism: The case of Habitat for Humanity South Africa. *GeoJournal*, 60(3), 311–318.

The International Ecotourism Society. (2009). *GVI Round the World Volunteer Travel Competition*. [Online]. Available: <https://www.ecotourism.org/news/gvi-round-world-volunteer-travel-competition>. (Accessed: 8 April 2015)

Tomazos, K. & Butler, R. (2009). **Volunteer tourism: Working on holiday or playing at work?** *Tourismos: An International Multidisciplinary Journal of Tourism*, 4(4), 331-349. [Online]. Available: <http://www.chios.aegean.gr/tourism/vol4no4.pdf>. (Accessed: 7 July 2012)

Via Volunteers (2014). *Frequently Asked Questions*. [Online]. Available: <https://www.viavolunteers.com/faq-volunteer-travel-advice>. (8 April 2015)

Wearing, S. & McGehee, N.G. (2013). Volunteer tourism: A review. *Tourism Management*, 38, 12-130.

Wearing, S. (2001). *Volunteer Tourism: Experiences that Makes a Difference*. Oxfordshire, UK: CABI.

## **CASE 20: CASE STUDY OF THE COACHING DEVELOPMENT AND OLYMPIC VALUE EDUCATION COURSE (2016)**

Marion Keim & Christo de Coning

### **INTRODUCTION AND CONTEXT**

This Case tells the exciting story of the meaning and impact of Olympic Value Education and the empowerment of coaches involved in a mass sport and recreation programme at disadvantaged schools in South Africa. This case is intended to share the experiences of an Olympic Value Education Course but also to provide a perspective on the potential replication of this pilot Course to other environments and geographical and cultural settings. This initiative has shown that courses which focus on the knowledge and application of values in sport may hold particular meaning to disadvantaged communities in terms of the understanding of these values to the ordinary day lives of coaches and other participants.

### **BRIEF PROJECT DESCRIPTION**

The Project consisted of a specialised Training Programme in *Coaching Development and Olympic Value Education* which was offered to 54 selected coaches of the MOD Programme from all nine districts of the Western Cape during January 2016. The MOD Programme is a massification of development and sport initiative that is the largest of its kind in South Africa with 181 MOD Centres at schools and that involves some 43,000 schoolchildren and 580 coaches. The Training Programme took place from 11 to 15 January 2016 at the Franschhoek Municipal Facilities and Franschhoek High School, Cape Town, South Africa.

### **DESCRIPTION OF PROJECT PARTNERS**

The key partners include the Department of Cultural Affairs and Sport (DCAS) who manages the MOD Programme in conjunction with other provincial departments in South Africa, secondly, the Foundation for Sport, Development and Peace, a non-profit organisation that is responsible as service provider for the training provision, thirdly the Olympic Value Programme of the IOC as well as last, the United World Wrestling that are rendering training assistance and technical advice.

The Foundation for Sport, Development and Peace, is a non-profit, non-governmental organisation engaged in sport, development and peace and promotes Universal and Olympic values of friendship, joy of effort, fair play, respect, excellence and balance of body, spirit, will and mind as well as interdependence, sharing, love, tolerance, equality amongst others. The Foundation is based in South Africa and its vision is Development and Peace through Sport and Recreation.

The Department of Public Affairs and Social Development through Sport, **International Olympic Committee (IOC)**. **The International Olympic Committee is a not-for-profit independent international organisation made up of volunteers, which is committed to**

**building a better world through sport.** The IOC Vision is to contribute to building a better world through sport. The Department of Public Affairs and Social Development through Sport (PASD) is one of the key departments for Sport and development of the IOC. PASD's Mission is to promote the role of sport and Olympism in society. PASD is responsible for the design, training on and implementation of the Olympic Value Education Programme.

The Federation United World Wrestling is a worldwide, non-governmental organisation acting in favour of the practice of wrestling, in the spirit of its traditions and in accordance with the requirements of the Olympic Charter. The aims of the Federation include to encourage the development of all wrestling styles and to promote the sport in all countries of the world as well as to provide support and technical assistance to all countries; to represent the sport of wrestling and to protect its interests within the Olympic Movement, in particular at the International Olympic Committee and other relevant sports associations or organizations. UWW has played a central role in the offering of this Course by offering a coaching specific curriculum in cooperating Olympic Values towards the certification of a Level 1 Coaching Certification.

## **CONTEXT AND PROBLEM STATEMENT**

The MOD Programme in the Western Cape is a well-known massification of sport and recreation programme and focuses on afternoon activities, outside of school hours during the peak of the 'youth at risk' period. Motivated and empowered coaching staff lies at the heart of the success of the Programme and for various reasons a need exists to up-skill and train coaching staff. Most, if not all of the MOD Centres, have relatively poor facilities, resources and security, or a lack thereof. It is obvious that against the above background, the skills levels and abilities of coaches are key factors in the success of the MOD Programme. As various challenges are being experienced in this regard, this training programme has been designed to strengthen the value basis of coaching at MOD Centres as well as to focus on the holistic development of coached, also by emphasizing the role of sport and development.

## **PROBLEM STATEMENT**

The participants to the Coaching Development and Olympic Value Course have all been selected from the coaching staff of MOD Centres in the Western Cape. The MOD Programme is an after-school, mass participation programme that provides school-going children with access to various fun-filled, play-based, recreation-based, modified activities on a daily basis and creates a safe and healthy environment. MOD Centres are mainly based in historically, disadvantaged and underserved areas. It is obvious that against the above background, the skills levels and abilities of coaches are key factors in the success of the MOD Programme. As various challenges are being experienced in this regard, this training programme has been designed to strengthen the value basis of coaching at MOD Centres as well as to focus on the holistic development of coached, also by emphasizing the role of sport and development.

## **SITUATION ANALYSIS**

This project was conceptualised taking the present situation of coaches and their beneficiaries, the South African youth into consideration who are both faced with challenging socio-economic conditions, high unemployment rates, poverty, drugs, alcoholism and lack of values in the mostly disadvantaged communities they live in and serve.

A Training Needs Assessment was conducted with the coaches before the training and results showed that the following 10 values were rated as important by the coaches: Respect, Discipline, Fair play, Commitment, Communication, Fun, Enjoyment, Being a Role Model, Honesty, Determination and Trust (Graphical illustration available). The Questionnaire also included ratings on the importance of Olympic Values that will be used as a baseline indicator when post-course assessments are done to evaluate the application of these values by participants. MOD Centre coaches scored the Olympic Values high in all instances (9 or 10 out of 10) except 'Excellence' and 'Balance between body, mind and spirit' as values. This issue warrant further attention and will be included in follow-up refresher workshops and evaluation exercises (Further detail available in the Course Narrative Report).

Due to a lack of capacity and resources coaches so far have not been trained to offer a sport and development sensitive training with an holistic approach to coaching that includes Olympic Education based on values and targeted at young people. Thus there has not been an awareness for Olympic Values amongst coaches nor a knowledge transfer by coaches to the youth on Olympic Education. Capacity building on how to implement Olympic Value Education is therefore crucial to assist coaches to use the OVEP concept in their daily coaching activities at MOD Centres and beyond and to support and supplement existing Physical Education and School Sport Curricula and Programmes and thus to contribute to the implementation of the National Sport and Recreation Plan.

## **COURSE CONTENT AND FOCUS AREAS**

The Training Programme focused on the holistic development of coaching staff with an emphasis on sport and development as well as knowledge of and the ability to apply Olympic Values in a sport and recreation environment. The Olympic Values Education Programme (OVEP) integrates sporting values and physical activity into a cultural and educational framework in line with the UN General Assembly Declaration of the Decade of Education for Sustainable Development. Taking into account the IOC's social responsibility approach and the importance of sport for young people, the IOC has devised a strategy aimed at maintaining young people's interest in sport, encouraging them to practise sport and promoting the Olympic values. Three of the core values that are used include Excellence, friendship and respect. In addition the coaches were exposed to the Wrestle Right Programme by UWW as well as to Sport and Development in the development context by the Foundation for Sport, Development and Peace.

## **TEACHING AND LEARNING METHODOLOGY**

The facilitators of the Course are experienced professionals and the Course made use of participative methods and small group work. Use was made of case studies and Olympic Values were practically applied through the wrestling programme discussed above. The methodology therefore included a very practical approach with an emphasis on the relevance of the training material to the environment of coaches. The methodology also includes a range of pre and post Course activities as discussed below. The post course activities included story writing, story-telling and case development.

#### **MONITORING AND EVALUATION APPROACH**

The M&E arrangements for the *Coaching Development and Olympic Value Education Course* have been incorporated in the course design to ensure that the project is properly recorded, that a proper assessment is made of course outcomes and that a results-based approach is followed to assess what the actual impact of the Course has been on the application of Olympic Values in the work place. A number of initiatives were planned to ensure that further support to participants are provided, that an active case development and story writing and story-telling component has been incorporated in the Course design to ensure maximum learning as well as to ensure that lessons of experience are properly recorded and presented. Last, it should be noted that the emphasis has also been placed on results-based M&E, namely to assess that application of Olympic values in the working environment of coaches.

#### **COURSE EVALUATION RESULTS**

The Course Evaluation results show that participants were overwhelmingly positive about the Course and that the vast majority of participants reported on having been empowered and that the Course have impacted on them personally and professionally in terms of improving their ability as coaches. The Course was also successful as a pilot project in terms of the possibility to offer the course to other stakeholders and other groups. The client Department from where the coaches originate has also already approached the Foundation for a possible repeat course to a second group this year as well as a further Workshop with the Management |group of the coaches. A case study is being developed to solicit lessons of experience and to consult further on the future of the Course.

#### **CONCLUSIONS, COURSE OUTCOMES AND RECOMMENDATIONS**

It is concluded that the pilot project on the *Coaching Development and Olympic Value Education Course* was successful and that the Course holds much potential to be offered to other target groups in South Africa and beyond. The evaluation is however not yet complete and results-based findings on the impact of the Course on coaches and the work place application of values will be assessed and recorded during 2016. Lessons of experience include that it is important to focus on the knowledge and application aspects of the Olympic Values, that it is essential to apply the values to a practical situation, such as a specific sport code. It was also found that the course should be highly participative, that a self-assessment for participants allows themselves to understand the importance of a value based approach and that Courses of this nature should include results-based M&E in the Programme design.



Evaluation results on this Course as well as comparative research show a positive correlation between value-based approaches and social capital development (trust, relationships and social collaboration) as well as social cohesion, resilience and well-being. These positive outcomes require further attention. It is concluded that the following specific outcomes were met:

- Coaches were capacitated to offer a sport and development sensitive service with a holistic approach to coaching;
- An awareness of Olympic Value Education for coaches based on values and targeted at young people was created;
- Coaches were effectively assisted to use the concept in their daily coaching activities at MOD centres and beyond.
- The applicability and relevance of the new OVEP training in the South African context was confirmed. The OVEP training targeted young people (coaches) in developing countries to promote the application of Olympic values through sport and created a source of good practise and knowledge transfer through coaches trained by OVEP.
- It is clear that a community of practise exist among coaches in the MOD Centre environment to share certain values and to use this as a basis for a value-based approach to coaching;
- This initiative assisted with implementation and documentation of good practices and lessons of experience of the OVEP and UWF programme in the context of disadvantaged communities.
- Although the post-course evaluation in the work place will only happen later this year, it is clear that a results-based approach to M&E should be part of the design of the Programme.

The *Coaching Development and Olympic Value Course* held in South Africa combined many aspects of the Sustainable Development Goals and of Agenda 2015 focusing on youth development, Olympic Value Education, coaches capacity building, leadership, social cohesion and building social capital with the overall aim to contribute to the Fundamental Principle of Olympism: *To place sport at the service of the harmonious development of humankind, with a view to promoting a peaceful society concerned with the preservation of human dignity.*

As stated by OVEP, the training targets young people in developing countries to promote the application of Olympic Values through sport and create a source of good practise and knowledge transfer through coaches trained by OVEP. This initiative of the *Coaching Development and Olympic Value Education Course* as a pilot has brought the Olympic Values closer to the people in the global South by training a community of OVEP educators in South Africa on the new OVEP curriculum and will assist with the implementation and documentation of good practices and lessons of experience of the OVEP programme in the context of disadvantaged communities. The Course has provided valuable lessons and gives

a good indication of the applicability of the new OVEP training in the South African, African and development context

It is concluded that the *Coaching Development and Olympic Value Education Course* holds much potential for replication and it is recommended that a case study on this pilot project be published so that dialogue and debate on this important issue may be promoted. It is also confirmed that a completion Report will be compiled once all post-course evaluations and refresher workshops have been completed.

## **CASE 21: THE ANNUAL CAPE TOWN SPORT AND PEACE CONFERENCE (2016)**

### **CONFERENCE REPORT: 3<sup>rd</sup> CAPE TOWN INTERNATIONAL SPORT AND PEACE CONFERENCE AND EXPO: THE POWER OF A DREAM**

#### **INTRODUCTION**

This case has been included as the Cape Town Sport and Peace Conference is regarded as one of the most significant and larger type sport and development conferences in South Africa (together with the bi-annual SASRECON Conference). As this Conference is offered on an annual basis in the Western Cape, and as most of the participating organisations are from this Province, the event has become highly significant and has been included as a case study in this publication.

In the Olympic Year 2016 the Foundation successfully hosted its 3<sup>rd</sup> *Cape Town International Sport and Peace Conference and Expo: The Power of a Dream* with its many partners. The Conference was hosted in collaboration with the Department for Cultural Affairs and Sport, Western Cape, Nedbank, Old Mutual, Sport and Recreation South Africa, Western Cape Network for Community Peace and Development, and its NGOs, City of Cape Town, Metro Police, the Nelson Mandela Foundation, Tsogo Sun, Iziko Museum, Campuscan, Haute Espoir, Grassroots Soccer, Cape Peninsula University of Technology, Stellenbosch University, University of Cape Town, the United Nations Office on Sport for Development and Peace, the International Olympic Committee, the Olympic Truce Centre, the Association for International Sport for All (Tafisa) and some of their partners.

The Conference and Expo both took place at the Nedbank Building from 14 -16 September 2016. After hosting peace conferences and roundtables with its partners in Cape Town, Boston and New York the Foundation's dream has always been to bring together key stakeholders to jointly promote value education and peace through sport and to make a difference and to lead the world toward greater unity and harmony.

The 3<sup>rd</sup> *Cape Town International Sport and Peace Conference and Expo's* aim was therefore to continue creating a forum for exchange and to bring representatives from education, civil society, business, media and policy makers together to share expertise and experiences, promote communication and the exchange of information to strengthen the vision of using sport and recreation as vehicles to build peaceful healthy communities and a better society with a particular emphasis on the role of value education e.g. Olympic values, youth leadership, Community safety and partnerships

The Conference brought together local and international experts, practitioners as well as government and academics in the field of sport, development and peace. Delegates

included a variety of stakeholders from civil society, from sport recreation and peace organisations, government departments, corporates, the media as well as interested parties from tertiary institutions, sports organisations, clubs and sport federations athletes and coaches as well as delegates from faith based organisations, defence force, police and schools.

As in the previous years the Conference facilitated discussions, workshops, presentations and community experiences in the field of sport, recreation, community wellbeing and youth in the development and peace context. It also offered for the third time an Expo for organisations to showcase their work in the field, for the 2nd consecutive time the Youth Heritage Games for Youth participants, and for the first time a unique Capacity Building through an accredited Training Course by The Association for International Sport for All (TAFISA) on Youth Leadership and Olympic Values and Sport, Development and Peace.

The Conference also bestowed for the first time two prestigious Sport and Peace Awards.

The Foundation for Sport, Development and Peace sees the Conference in the broader local, national and international context of its work. Since 2011 South Africa holds the Executive Board Chair of the Sport for Development and Peace International Working Group (SDP IWG) which the United Nations Office of Sport for Development and Peace (UNOSDP) services as Secretariat as well as the Chair of the Intergovernmental Committee for Physical Education and Sport (CIGEPS) since 2016.

South Africa has successfully hosted the 1st and 2nd Cape Town Peace Conference on the occasion of the World Peace Day on 19 September 2014 and 2015 respectively. In addition South Africa has hosted the 1st Roundtable on Sport and Peace with US and African partners in Boston's State House in April 2015 and in New York in April 2016 jointly with with New York Futsal in collaboration with US Department of State, the South African Department of Sport and Recreation and the Borough President of the New York City Borough of Manhattan and their partners.

## **CONFERENCE ACTIVITIES**

The *3<sup>rd</sup> Cape Town International Sport and Peace Conference* followed suit on the occasion of the International Peace Day on 21 September and for the first time as from this year the International Day of University Sport on 20 September 2016. Further to the focus areas established at the 2014 and 2015 Peace Conferences, the Foundation for Sport, Development and Peace and its partners decided to expand the commission topics in 2016 taking into consideration the need for youth leadership, value education, and the environment and the need to improve partnerships and collaboration in the field.

The Conference consisted of 3 days of exciting activities:

**14-15 September:** Training and Capacity Building: International trainers offered Youth Leadership, Olympic Values and Sport, Development, Peace Training certified by TAFISA.

**15 September:** Expo: Organisations had the opportunity to showcase their work on sport, peace and community development and were able to participate in the conference.

Special Commissions for Sport Federations: Strategic Planning and Capacity Building

Special Commission: International Scientific Network for Sport for Development (ISNSD)

Special Commission: Western Cape Network for Community Peace and Development

**16 September:** Main Conference: The Conference in addition to presentations and panel discussions, comprised of four commissions dealing with the following key issues:

- Universal and Olympic Education and Youth Leadership
- Health and Wellness
- Community Safety, Sport and Peace
- Community Development and Partnerships

All Commissions gave delegates the opportunity to network, exchange ideas, share experiences and best practices in the field and also begin to develop concrete programmes, projects and partnerships to enable implementation.

#### **14-15 September: Training & Capacity Building**

The 3<sup>rd</sup> Cape Town International Sport and Peace Conference started this year with two days of intensive and internationally accredited Sport and Recreation Training Course by TAFISA with the focus on Youth Leadership, Sport, Development and Peace and Olympic Values in cooperation with the Foundation for Sport, development and Peace. TAFISA, “The Association For International Sport for All”, is the leading international Sport for All and physical activity association. Its vision and mission is to achieve a sustainable Active World by globally promoting and facilitating access for every person to Sport for All and physical activity. TAFISA has over 300 members from 170 countries on all continents. Members comprise both governmental and non-governmental organisations, including national sports federations, national Olympic committees, ministries of health, culture, sport, etc., international, national, regional and local Sport for All organisations, educational institutions and individuals.

TAFISA includes regional bodies in Europe, Asia and Oceania, the Americas and Africa. TAFISA is officially recognized by, and in active cooperation with, the IOC, UNESCO and WHO, and has close working relationships with other international bodies, such as ICSSPE.

TAFISA in cooperation with the Foundation for Sport, Development and Peace offered an accredited on **Youth Leadership, Sport, Development, Peace and Olympic Values Course** on

14 and 15 September. The TAFISA training was a sounding success with 64 participants taking part in the two day training course and receiving their certificates on 16 September.

### **15 September : EXPO**

The 2016 Sport and Peace Conference started out on 15 September with the Expo, an exhibition where civil society, government organisations and other institutions displayed information about their organisation's background, service and practical activities in communities. This event which is the third of its kind in the last three years enjoyed great popularity as it not only informed organisations and visitors but creates a space for sharing, networking and exploring of potential collaboration.

#### **Exhibition themes included:**

- Peace, Sport & Development; Community Development & Social Cohesion
- Youth, Leadership and Value Education; Sport, Recreation and Wellbeing
- Youth at Risk, Women and vulnerable groups
- Creating safe spaces through sport and recreational activities
- Health, Wellbeing and increased Physical inactivity
- Environmental sustainability

As in previous years organisations had the opportunity to showcase their work on sport, peace and community development, exchange expertise and experiences with exhibitors and conference delegates.

**Exhibitors** included the Department for Cultural Affairs and Sport, Metro Police, Grassroots Soccer, O2 Sports, MI Learning and Development Consultancy, IZIKO Museum, The College of Magic the Western Cape Network for Community Peace and Development, the Ark and the Agency for Refugee Education, Skills Training & Advocacy (ARESTA).

### **15 September : Youth Peace Heritage Game**

On 15 September the **Youth Peace Heritage Game** commenced as in 2015. It was played by five diverse teams from the Western Cape: An all-male youth team from ARESA, a cadet team from Metro Police, a team from DCAS, a team from the City of Cape Town Recreation Hubs and an all-female team from the Franschhoek Youth Forum. As in 2015 the teams were coordinated by youth leaders including Chante Johannes, Justin Pienaar, Joshua O'Connor, Raedene Lucas and Cian De Coning under the leadership of the Foundation's Youth Coordinator: Mr. Warren Lucas. The Youth Team Leaders and Coordinator did a fantastic job and the teams showed teamwork, respect and creativity and had a lot of fun. Their outstanding presentation at the reception impressed both local and international delegates alike.

The concept of the Youth Peace and Heritage Game was developed by the *Foundation for Sport, Development and Peace* in 2014 and formed part of the second *Cape Town Peace Conference* in September 2015. The Peace and Heritage Game has become part of the annual offerings of the Cape Town Sport and Peace Conference and is an activity where the youth from different backgrounds form teams and jointly explore their country's/ city and heritage with relation to peace and sport. Sites included the Nobel Square at the V&A Waterfront, St Georges Cathedral, City Hall and the Grand Parade, Umama Book in the Iziko South African Museum. In this process the values of Respect, Balance, Fair play, Respect for others, Joy of effort and Excellence are emphasized. Various youth teams compete against each other by visiting various heritage sites separately at different times to collect information and working as teams developing and presenting to the conference their presentations and understanding on the meaning of the concept of Sport, Peace and Reconciliation.

The Reception saw the outcome of this exercise which was extraordinary presentations of the various teams. A Jury including a guest judge from the IOC voted for the best presentation as well as for the team with the best spirit. The Award for Best Presentation went to the all female team from the Franschhoek Youth Forum and the Best Spirit Award went to the all male team from ARESTA in Athlone.

### **15 September : Reception**

The evening of 15 September consisted of an extraordinary Reception with MC Mano Caldis from the Hellenic Community who like in previous years so ably lead the conference delegates through an exciting programme with fascinating performances of artists and stories from Sporting Role models and Olympians. Artist included performers from Elsies River, the College of Magic, Lavender Hill, Nyanga, Browns Farm, Philippi Coaches from the MOD centres under the leadership of Paul Hendricks and the creative direction of Anthony Lottering and Beula Kleinveldt and Siyabonga and Angelo from DCAS and with technical assistance from Cape Flats Audio Visual.

The Reception reflected the conference theme of ***the Power of a Dream*** and after a video by Bennett Bailey about Muhammad Ali and the lighting of the Olympic Flame, the Elsies River High School and MOD Centre performed a musical item before Asenathi Jim, Olympian , (Sailing Rio 201) and Anika Pretorius, South African champion in the 400m and long jump (class T13) shared their personal, inspiring stories with an captivated audience.

Their stories made a special impact especially on the youth and the Metro Police Cadets present and highlighted the Olympic and Paralympic values of **joy of effort, vision, courage, determination, patience, equality and inspiration and also perseverance, and a deep love for sport**. This was followed by the presentations and Awards for the 2016 Peace Heritage Youth Games and Recognition of all the participants of the TAFISA training who received their certificates. The Dance items from Lavender Hill High School/MOD Centre, the juggle presentation by students from Walter Teka Primary School /MOD and Intsebenziswando

Secondary School MOD and Olympic Story by 12 year old Liam Nell as well as an Olympic Poem by Kobus Fourie and the musical item "*Olympic Values*" by Charl van der Westhuizen and his Group *The Values* complemented the exiting and inspirational programme which ended in a true celebration of and by the youth taking all delegates and visitors with them dancing to the song "Heal the World by Michael Jackson. Deputy Minister Gert Oosthuizen gave a special and encouraging address to the youth and delegates and formally opened the 3rd Cape Town Sport and Peace Conference. This was followed by MOD Coach Ashley Lubbe singing the South African National Anthem with all present joining in. The evening was indeed a very special celebration to remember.

### **15 September: Special Commissions**

For the first time the Conference organisers hosted **3 special Commissions:**

**Special Commissions for Sport Federations:** Strategic Planning and Capacity Building

**Special Commission:**International Scientific Network for Sport for Development (ISNSD)

**Special Commission:** Western Cape Network for Community Peace and Development

**The Special Commission:International Scientific Network for Sport for Development (ISNSD)** was chaired by Dr. Bella Bitugu and was conducted for members of the Network . Present were the representative from University of Ghana, University of the Western Cape and the German Sport University The minutes of this meeting are available to the members.

**The Special Commission: Western Cape Network for Community Peace and Development** was chaired by Ms Nariman Laattoe for the NGOs on the Network. The minutes of this meeting are available to the members.

**The Special Commissions for Sport Federations** was hosted by the Foundation to discuss Strategic Planning and Capacity Building. Prof Christo de Coning chaired this session and delegates included the Vice President of the Western Cape Sports Confederation, President of SA Handball, Youth Forum members and Federation and other NGO members.

The following summary by Prof. Christo de Coning gives an overview of the discussions:

### **SUMMARY OF SPECIAL COMMISSIONS**

#### **Summary of Special Commission on Federations of the 2016 Cape Town Peace Conference**



This year's Conference provided for a Special Commission on and for Federations. This Round Table type discussions, as the Foundation also facilitated in New York and Boston, was a Round Table for sport federations on request of a number of federations. The session included the consideration of a conceptual model (see issues below) for the sport development for sport federations with a specific emphasis on the improved governance and management of sport as well as a focus on capacity building for federations. The facilitator made use of this conceptual framework to assess priority areas, also by using wrestling and the Wrestling SA federation as example. Some of the emergent issues are dealt with below. The conceptual framework that was used and discussed to act as a framework for the assessment of good governance and management, sport and development as well the capacity building of federations, included the following:

### **Strategic themes**

- The governance and constitutions of the particular sport federation
- Change management, diversity and transformation & gender equity
- The strategic and business planning of the Federation
- Value-based approaches in wrestling in South Africa.
- Relationships with the NOC and SASCOC, including policies on eligibility / qualification criteria for the Olympics and World championships
- High performance and development strategies
- Code of conduct, values, well-being and the community of practice
- Innovation, renewal and creative ways to popularize the sport.
- Strategic oversight and legal dimensions
- Media and communication
- Performance management and monitoring of key indicators

### **The status and standing of high performance factors:**

- Leadership and management
- Leagues and fixtures
- Training, coaching and competitive environments
- Profile of athletes and demographic trends, gender equity
- Regulation and management of drug protocols: banned substances and anti-doping practices.
- Talent identification and development
- High flyers and role models
- Quality and commitment of coaches
- Roles and responsibilities of coaches
- The standing of sport science and nutrition in the sport
- Specialised training functions and training centres / academies
- Training programmes and high performance management

**The status and standing of development programmes:**

- Club development and special projects
- Coaching development and support
- Development programmes: Special focus on vulnerable groups: women and girls, the physically and mentally disabled, the elderly as well as any other disadvantaged groups
- Training and capacity building development programmes
- Different types of training (practice and theory) and the use of Olympic Values.
- Role models and mentorship
- Competitive leagues and organization
- Case studies and toolkits

**Support functions of federations**

- Research, strategic planning and monitoring of international competition and trends
- Certification, regulation, administrative functions.
- Norms and standards
- Financial mobilization and management
- Logistics, equipment, facilities
- HR Management, officials, coaches, volunteers. Human capital development
- Capacity building and training of coaches and administrators

The Roundtable discussion first commented on the framework and regarded it as comprehensive and useful. Particular issues that received attention in the Commission discussions included the governance of the sport, especially the relationship between federations and SANCOC / the Western Cape Sports Confederation as well as the relationship between Government as SANCOC/ federations. The internal governance of federations was also discussed as well as the limitations that volunteers experienced to have adequate time to manage federations.

A particular issue that received much attention and that was included in the feedback to the Provincial Minister and Chief Director of the Department of Cultural Affairs and Sport, was that clubs and federations that were based in rural areas far from the Cape Metropolitan area, had longer distances to travel and had to incur higher transport costs than their counterparts in the Metro. The suggestion was made that this factor should be considered in the grant allocations to federations.

The Commission concluded its affairs by undertaking to continue this special Federations Commission during the 2017 Peace Conference and to work together to increase the number of federations attending this important session in future.

**16 September: Main Conference:**

In the Olympic Year 2016 the saying, ***the Power of a Dream***, had special meaning for the **3rd Cape Town International Sport and Peace Conference**. After hosting peace conferences and roundtables with our partners in Cape Town, Boston and New York the Foundation's dream is to bring together key stakeholders to jointly promote values education and peace through sport and to make a difference and to lead the world toward greater unity and harmony.

This notion was emphasised in the **Welcome and Setting** the Scene by Dr. Marion Keim Lees, Mr. Brent Walters and Mr. Lance van Wyk. After a warm welcome Dr. Marion Keim Lees, Chairperson of the Foundation set the context of the 3<sup>rd</sup> 3rd Cape Town International Sport and Peace Conference and its meaning and vision in the Olympic Year 2016 and gave an overview of the Foundations activities in South Africa and internationally. Mr. Brent Walters, Head of Department of DCAS) highlighted the programmes of DCAS especially with regards to the MOD Centres and Olympic Days. He also emphasized the importance of partnerships and cooperation and recognized the role of NGOs for communities and society at large. Mr Lance van Wyk, the Head of Stakeholder Engagement Nedbank gave an overview of the vast involvement of Nedbank and Old Mutual in sports activities and community over many years and highlighted the importance of Nedbank's involvement in a sport and peace initiative such as the conference .

Dr. Marion then introduced Mr. Lungile Tsokile, Olympian SA Hockey team Beijing 2008 who also leads a community hockey and educational programme for youth in Langa. Lungile gave an inspiring speech on the topic "**the Power of a Dream**" and showed a short video about courage, perseverance and inspiration of a father and his son and put the participants in a special mood to consider the possibilities of sport and through sport. He emphasised that if we all do our little bit and work together our impact in the big picture is much more than we can imagine.

Foundation Board member Mr Jan Koster introduced the next presenter, Ms Limpho Monyamane, Director of Finance and Support Services at the Nelson Mandela Foundation. Ms Monyamane gave an educational presentation about the role the Power of the Dream and Sport and Values played for Nelson Mandela and the impact sport can have as shown by Madiba's legacy. She encouraged the conference participants to remember Madiba and the emphasis he placed on education including sport, and she appealed to the world to get a bit more of the Madiba Magic into everyone's life.

Ms Nariman Laattoe, Foundation Board member and Chairperson of the Western Cape Network for Community Peace and Development introduced Mr. Gert C Oosthuizen MP, Deputy Minister of Sport and Recreation SA, Chairperson of the Executive Board of the Sport for Development and Peace International Working Group (SDP IWG) under the United Nations Office of Sport for Development and Peace (UNOSDP) and Chairperson of CIGEPS. Deputy Minister Oosthuizen elaborated on South Africa's role nationally and internationally in the areas of Sport, Recreation and Peace and the important work that lies ahead for South Africa in this regard. He said *"The potential of sport as a tool for peace keeping and peace building, its global reach, its universal language, its impact on communities in general and young people in particular is a **fact** and is increasingly being recognized around the world."* He mentioned UN, UNESCO in this regard but also sporting heroes at community level. He concluded by calling on the conference to implement actions and expressed his hope that "the deliberations at this Conference will reinforce the potential of sport to serve as a valuable and cost effective tool for development and peace"

The following presentation were two special video messages from overseas. Both messages form part of the conference programme brochure. The first **Message** came from the UN Special Advisor on Sport for Development and Peace, Mr. Wilfried Lemke on Sport, Development, Peace and the SDGs focussing on the importance of the conference in the Olympic year 2016. He sees the conference as *"an example of a concrete application of sport as a tool for development and peace-building efforts, value education and leadership worldwide"* and encouraged the audience to maintain and further develop *"the exemplary momentum of the conference with input from all stakeholders, relevant institutional and potential partners"*

The second **Message** was delivered by Dr. Konstantinos Filis, Director Olympic Truce Centre on Perspectives of Olympic Truce. He introduced the delegates to the concept and historic significance of the Olympic Truce and asked us to use this concept and sport to recognize *“our obligation to explore ways to bridge our differences, to respect the uniqueness and diversity of others”* and *“to choose dialogue, mutual understanding and cooperation over the antagonism that ruins lives and blights the futures of whole generations”*. He also highlighted the role of the youth in this regards *“We need their spontaneity, their passion, their idealism and their creative expression, all of which make them the best possible ambassadors of our timeless messages.”* He reminded us that *“this world is not ours; we have borrowed it from our children.”* So we owe to them to give it back in the best possible condition.”

After the tea break a special session started on **Promoting Values, Partnerships, Wellbeing and Peace chaired** by Dr. David Maralack (University of Cape Town) and Ilhaam Groenewald (University of Stellenbosch) with two distinguished guest speakers and six distinguished panellists.

The first guest speaker was the renowned historian Prof. André Odendaal who was introduced by Foundation Financial Director Heidi Raymer. Prof. Odendaal gave a fascinating presentation titled *From Robben Island to Rio - an Overview of South Africa in the Olympic Games*, starting with first South African Olympians in 1904 who were of African descent up to 2016 and the latest achievements of the South African Olympians and Paralympians such as Caster Semenya, Luvo Manyonga Wayde von Niekerk and others. Prof. Odendaal, mentioned that the presentation will feature as part of a special exhibition by RIM, DCAS and UWC later in the year as this part of our history is little known in South Africa and will be particularly interesting in the Olympic Year.

The second guest speaker was Elizabeth Sluyter-Mathew, Project Manager Department of International Cooperation & Development of the International Olympic Committee, introduced by Foundation Board Member Dr. Caps Msukwa. Ms Sluyter-Mathew in her presentation reminded us of the importance of Values Education through Sport and to use sport as a tool by “learning through doing and cultural expression”. She shared the vision and of the Olympic Movement and the IOC of building a better world through sport and made us aware of the challenges for all of us but particularly of our youth should we forget about sport and Physical activities.

The presentations were followed by a vibrant panel and plenary discussion. The international panel comprised Prof. Peter Kapustin Commissioner for Education, of Association for International Sport for All (TAFISA), Dr. Bella Bitugu, Chairman of the International Scientific Network on Sport for Development and Peace (ISNSD), Ghana, Paul Hendricks DCAS **Director** of Sport Development, Wessel Havenga, and Chief Education Specialist: HIV & TB Life Skills Education Western Cape Education Department.

The panel responded to the presentations by Ms Sluyter-Mathew and Prof. Odendaal by using real and interesting examples from their own experience after which Dr. Maralack and Ms Groenewald opened the floor for questions from the audience which resulted in an exciting discussion with the panel, the presenters and the audience.

The summary by Dr. Maralack and Ms Groenewald stressed the following points:

Firstly the importance of healthy lifestyles and the transformation of our society, secondly the role of history in the South African context which was raised by Prof. Odendaal and thirdly the question if we are busy with a new colonial system on the continent raised by Dr. Bitugu which included issues around decolonization that young people are struggling with today.

These issues raised crucial questions such as: How can we deal with these issues in a constructive manner as there are many emotions related to them? How do we deal with history and how do we share history and what do we learn by doing so

In the following session delegates were asked to join one of the following four conference commissions:

**Commission 1:** Universal and Olympic Value Education and Youth Leadership

**Commission 2:** Health and Wellness

**Commission 3:** Community, Safety, Sport and Peace

**Commission 4:** Community Development and Partnerships

All Commissions gave delegates the opportunity to network, exchange ideas, share experiences and best practices in the field and also begin to develop concrete examples of collaboration in form of projects and programmes which can be implemented in partnerships

Commission participants included representatives from Department for Cultural Affairs and Sport (DCAS), Sport and Recreation South Africa (SRSA), Western Cape Education Department, Metro Police, international sports coordinators, representatives from the City of Cape Town, civil society organisations, federations, clubs, university representatives and schools.

**Commission 1: Universal and Olympic Value Education and Youth Leadership**

Commission 1 was facilitated by Mr. Bennet Bailey (DCAS) and Dr. Marion Keim Lees and dealt with the questions:

What is your dream and vision for Sport and Peace with respect to Values Education and Youth leadership for Cape Town? What opportunities exist to realise this dream? Of these opportunities what specific initiative can we jointly pursue as a Commission for the next year?

### **Question 1**

What do you want to see in terms of Sport and Peace with regards to Values Education and Youth leadership? The following reflect the delegates views and opinions:

Sport and values education should become part of the curriculum. It is good to start with the schools, however, it goes even beyond this. It relates to all people through the life span.

The LO subject should be a vehicle. It was felt that there is a resistance from HEI that they do not want to train teachers in life orientation. But if we don't teach sport AND life orientation, we will be doing ourselves a disservice. This is a step backwards.

Life Orientation is an avenue for these Olympic Values to be taught. In fact, these are universal values. These values can carry our school children all through school-grades. The problem of the system is that the majority of the LO teachers are put there by force. Some of them are Mathematics/Science/History teachers. They are not qualified, and some teachers use the LO period for the homework or schoolwork that they normally teach. Teach the teachers how to teach sport and Physical education. It should be in the curriculum, we have to address all levels. Within education, LO teachers are not necessarily movers. We learn through movement.

We should be looking at values as a tool to sort out societal issues. Olympic values are very holistic, and we are losing values in all spheres of life thus we are degenerating. This might be the avenue to assist us in helping young people who may not be doing well in education. All these values are important. We see a responsible community, and it needs to be communicated that teachers, parents, and coaches should be in harmony in teaching the values to children.

How can we bring in civil society? We should link the Western Cape Network, NGO's and MOD Centres and Sports Clubs more with the Foundation with so that the message of Olympic values are taken to the Grassroots

However, we must be aware of not making this a 'code-orientated Olympic values'. The focus should be on games and playing for all. It was seen as vital to link sport to the LTAD and coaching framework in the country in order to make sure that children are playing and not only competing. Participants felt it is very important to instil it in the mind of people not to only focus on gold medals but use sport as a tool for peace in the community and to use it more than presently to build communities.

In terms of building communities we need to link more to the values. Students between the ages of 6 and 18, they should learn these values not only in theory but in practice as well. They learn indirectly to live these values. Then we can get young people to be role models to other young people. The best example of leadership is leadership by example .

Role models are heroes, but we should teach children to learn from the values of people. And not idolize heroes as heroes fall, and their followers fall with them.

We have to also consider those that have dropped out of school and how do we include them and how do we teach them these values. And as we come up with ways forward, we can become more of an integrated community. In order for them to become a part of society, for true inclusion.

Looking at values such as

- Respect: Not just respecting opponents. Goes throughout society
- Friendship: One of the townships, Bonteheuwel, has been divided into six zones. If you cross a zone, you are dead. Friendship is being destroyed.
- Excellence: Is to do your best, not just on the sports field, but you be the best version of yourself.

The holistic development of children and youth must be seen as a priority, to bring in opportunities to learn and grow. There are many factors affecting our young people negatively.

Skills capacity building is an important factor.

Another focus should be on gender equality , so that we can introduce sports to both males and females.

We need to move from the mentality that we need to have money in order to start something.

A short coming in the field is that we to a large extent are working in silos. We have different groups and initiatives that take place. We do not think that there isn't enough synergy. Conferences like the one are important to open up and given the opportunity to share to explore more collaboration .

## **Question 2**

What opportunities exist? - How do we ignite all of this...?

Suggestions from NGO sector and government include:



- Football 3: We have been piloting now for a year and a half. We have competitive clubs agreeing to teach the younger levels/age groups in order to develop them and mentor them.
- We have a fair play award trophy. Our children win when they display the Olympic values of friendship, respect and excellence.
- To form closer links locally between various sectors such as NGOs , DCAS/ MOD initiatives, WC Network, WCED and the Foundation to spread the outcomes of the conference and the values
- Form closer links nationally : For Sports federations and civil society : to include values more in coaching: We have to be deliberate and aware that we add to our coaching sessions that there is a scouts honour or any other kind of respectful act that athletes need to acknowledge coaches/leaders in the clubs. We need to communicate the outcomes of the conference to SASCOC and include SASCOC . We want the people to know about it. Through SASCOC, we need to try to inform all the National federations to implement this as part of their Education and Training.
- Department of Education: We need to increase the number of Youth Facilitators in our schools. The 120 at the moment are doing incredible work at the moment. We should increase the numbers!
- Teach people to become the mentor they wanted to have.

### Question 3

What joint initiative can we work on together as a commission?- What can we do a concrete steps between this year and next year? Delegates suggestions :

- We have a school health calendar. Each month has a focus on a particular disease. Please let's add the international day for sport development and peace to this calendar.
- A bumper sticker displaying the universal and Olympic values - check with IOC
- Youth groups can design they bumper stickers! It must come from the youth!
- Africa Day is another day we can drive these values. We can use it as platform.
- Proposal from TAFISA: It is fantastic to have good ideas, and have values, and educate these values. But it is always important to communicate these values. Every Tuesday, our people bring an article of best practices in sport. We should make these values and best practices communicated by journalists. These initiatives need to be publicized.
- Develop strategy on how do we "sell" this to other key stakeholders? Get more Marketing/ communication experts involved to spread outcome of commissions
- The conference needs to inform SASCOC and others
- Linking with the Homeless World Cup. Basically we are responsible for the homeless world cup. We are coming up with an African championship, and we

may have it in JHB. We have about 6-8 countries that are interested and we can link with this commission

- The message left by Madiba's mom. Whatever challenges you come into, you need to be strong.

## **Commission 2: Health and Wellness**

Commission 2 was co-chaired by Prof. Tim Noakes and Ms Heidi Raymer.

Commission 2 dealt with the questions:

What is your dream and vision for Sport and Peace with respect to Health and Wellness for Cape Town? What opportunities exist to realise this dream? Of these opportunities what specific initiative can we jointly pursue as a Commission for the next year?

Commission 2 had an energetic and fiery discussion with Prof Noakes on the topic of 'Health & Wellness', specifically focusing on the low carb/high fat diet that is indorsed by him, the ill effects of wrong nutrition and the roll of big industries controlling the food and health market. Prof Noakes believes that unless we sort out nutrition in this country nothing is going to change.

He stressed that sport alone will not bring about change or make people more healthy. As an example he mentioned five-time Olympic gold medallist Gary Hall who is a diabetic despite being super fit.

High sugar consumption and bad diet is causing major health problems especially in poorer communities. Diabetes and obesity is on the rise not only in South Africa but also in the world.

Most people eat a diet high in carbs. Proteins and healthy fats are often missing or rare.

The majority of poor people live on maize, white bread, polony and cool drinks. Generally it is believed that a high fat/low carb diet is expensive.

Prof Noakes said that he can feed a person on a low carb/high fat diet for R15/day. This diet will include canned fish, cheap meat cuts such as livers, kidneys, brains, bone marrow etc...and full cream milk. It will be more nutritious, will help people to feel full, eliminate cravings and raise their energy levels. He believes that we have created a culture that accepts sugar and a bad diet. Sugar is a bad addiction.

Another example was given by one of the participants, a rugby coach who shared with the participants that he can detect on the performance of a player if he had a nutritious meal or junk food before a game. This shows how important nutrition is as one can't exercise when one is on a bad diet. A balanced diet is important and what we eat will determine on how we function. 80% of medicine is nutrition.

The Commission raised the question of what needs to be done to increase awareness about nutrition in communities. Prof Noakes sees nutrition as a divider in our country.

Suggestions by the participants were as follows:

- Sport and nutrition are linked and should be combined in educational programs.
- Develop programs to address both.
- Organisations like the Foundation and Prof Noakes should try to work together to develop and implement training programs.
- Introduce these educational programs in schools/MOD Centres/community centres etc
- Use sport as a medium to reach the communities and get their attention.
- Give support to sport coaches to be able to include nutrition into their training programs.
- NGOs working in the communities should include nutritional education in their programmes.
- It is important to not only educate the children, but also parents and families. It doesn't help if children get taught about healthy nutrition and at home they eat high carb meals, sweets and cool drinks.
- A long term development plan is needed
- Introduce campaigns on nutrition
- A new Legislation and Policy on nutrition should be created and implemented.
- Start a movement
- Use social media to create awareness

Critical questions were raised such as :

Could nutrition be part of the IOC's tool-kit?

Is it possible to implement a new Legislation and Policy on nutrition?

Would this be supported by the government or would it be opposed by industries like cool drink manufactures, sugar and flour industry etc.

Who controls what we eat? Is it big industries such as food related industry or also the medical and pharmaceutical industry? Is there a code between these industries to protect their own interests?

The Commission came to the conclusion that change will unlikely happen from the top. It can only happen from the bottom-up ... one person at a time.

### **Commission 3: Community Safety, Sport and Peace**

Commission 3 was facilitated by Sup Wendy Dreyer from Metro Police and Prof. Christo de Coning . Commission 3 was attended by about individuals from a number of organisations including DCAS, GIZ and various NGOs, with strong presence from Cape Town Metro Police. Two youth groups joined the Commission.

Commission 3 discussed the questions :What is your dream and vision for Sport and Peace with respect to Community, Safety, Sport and Peace for Cape Town? What opportunities exist to realise this dream? Of these opportunities what specific initiative can we jointly pursue as a Commission for the next year?

The Commission was characterised by a lively debate and participants actively participated in the debate as summarised below.

### **Question 1**

**What are the challenges and what is your dream for sport and peace with respect to community safety, sport and peace for Cape Town?**

- The high crime right in Nyanga can be addressed through sport and peace projects.
- Playing field should be provided in township areas
- More young boys and girls should be participating in sport
- More sporting codes should be supported my government
- Facilities should be easily available and accessible with support from couches and facilitators
- Lack of parent involvement and participation is a priority area
- Lack of role models in our communities
- Due to the economic situation parents are constrained to working most of the time
- More investment are being aimed at rehabilitation whilst the focus should rather be on preventative measures

- Perception of young people to change from negative to positive
- Stigma attached to persons remain even if that person has changed
- The youth should be equipped with life skills to assist with in decision making
- Increased involvement of the youth is important (Rope youngsters in)
- There is a financial burden on families to assist youngsters to go further and bursaries should be made available to assist
- More females to be represented in all structures
- Reshape schools and sport combination to form a new partnership with a role for schools, parents and couches

**Question 2: What opportunities exist to realise this dream and to address these challenges?**

- Principals and teachers to uplift learners and not to brand them
- Community-based participation and community based actions to be supported
- Youth forums to be established to incorporate input from youth
- Organise and mobilise these forums
- Focus on the sustainability on the youth forums
- Spontaneous play and game for children and increase activity for all
- Come and play initiative at primary schools and athletics for all grades
- Avoid racial separation and seek integration (between organisations)
- Parents, teachers and couches must follow a similar approach and philosophy
- Mobilize parents in order to get them to attend meetings and sporting federation meetings in different codes or sport types
- Focus on promoting female oriented sporting types
- Government to promote these sport types and co-operate with NGO's
- Promote role models and mentors

**Question 3**

**What can this conference and Commission 3 do to address the above opportunities?**

- Publication of the views of this Commission as conference proceedings
- Arrange a commission on priority topics for next year
- Develop a calendar of youth events and advertise on website
- Different organisations to be given tasks
- In addition to Cape Town Metro Police also involve Community Safety and SAPS
- Share experiences and lessons by writing it down in case studies and stories on community peace and community safety by mid-October
- Use the website called 'Safer Spaces' by GIZ to share stories.

#### **Commission 4: Community Development and Partnerships**

Commission 4 was facilitated by Nariman Laatttoe and Ruth Saunders (CPUT) and a list of participants is available from the Foundation.

Commission 4 discussed the questions: What is your dream and vision for Sport and Peace with respect to Community Development and Partnerships for Cape Town? What opportunities exist to realise this dream? Of these opportunities what specific initiative can we jointly pursue as a Commission for the next year?

The commission discussed various issues related to community development and partnerships. The main points arising from discussion were around collaboration, resources, accessibility of facilities with specific reference to access for NGOs, payment for and of NGOs, and partnerships.

An attempt has been made to summarise the discussion, and this is presented below.

It was felt that conversations around sport happen at various levels and that, similarly, organisations are also at different levels and therefore there is currently no collective vision with regard to sport for all.

The group further felt that currently resources are not being shared, and neither is knowledge being shared. There is no facilitation of this and an example of this is that university facilities are not accessible to NGOs. Indeed, there were strong feelings about NGOs being used but either not rewarded sufficiently or not rewarded at all, i.e. not paid.

This led to discussion on the issue of opportunities and whether everyone is aware of opportunities that exist, be this related to policy, funding, events, local and international, etc. This point is also linked to the discussion on the sharing of knowledge and information.

The following recommendations were made with respect to ongoing collaboration:

- A suggestion to develop a charter or code of conduct to guide values-driven collaboration, practice and sharing of resources
- That a mapping exercise be conducted to document who does what in the field, profiling of the different stakeholders and their context of work.
- Collaborate around specific opportunities and events, for example the 2022 Commonwealth Games.

Participants hope that these interventions will lead to sharing of information and that community organisations may be incorporated into bigger partnerships and, in this way, that

opportunities will be created and shared. It was also suggested that working around a specific event would create opportunities as well as frameworks and a way forward for the sector. 2022 was seen as a specific opportunity to pull together resources, even if it were two or three collaborating partners present in this conference.

Questions raised in this regard also included:

The discussions and recommendations also raised questions and these are noted below:

- What kind of work or effort will be needed individually?
- What is /can be our partnership within the conference?
- What is/can be our partnership with the Foundation for Sport, Development and Peace?

## FOUNDATION AWARDS

### **Foundation Award for Sport and Peace :**

On the afternoon of 16 September 2016 the Foundation for Sport, Development and Peace conferred the Sport and Peace Award for exemplary commitments to Sport, Development and Peace

With this award the Board wants to honour people and organizations that set an example through their work contributing to sport and peace, development, community development, leadership reconciliation, human rights, overcoming of discrimination and social inclusion.

The 2016 **Sport and Peace Ambassador Award** which aims at honoring dedicated sports persons and their projects working at the grassroots level without much public attention or recognition, with special focus on sport, as a tool for youth and community development and peace was conferred to Lungile Tsolekile., 2008 Olympian and social change agent using hockey in a community based youth sport and education project in Langa.

The second award was the **Award for Extraordinary Contributions by an Organizations**. In this category awards are given to initiatives or organizations that do exemplary work in their fields of activity promoting peace and sport. The award was presented to the Nelson Mandela Foundation and received by Nelson Mandela Board member Dr Mamphela Ramphele . The Photo below shows the Award winners with Ms Limpho Monyamane and Dr. Marion Keim Lees

The Award Ceremony was followed by an Address of the Minister of Cultural Affairs and Sport, Western Cape, MEC Anroux Marais on *Sport, Culture and Peace* introduced by Prof Christo de Coning

Minister Marais addressed the conference delegates by highlighting the importance of partnerships and of a holistic view of sport, culture and peace when on a community and provincial level. She gave an in-depth overview of the various successful initiatives of DCAS to this extent such as the MOD centre programme and others which promote values and community development on the local level using sport and culture as tools. She thanked all



partners for their continuous support for the development of communities and especially the youth in the Western Cape.

### **Feedback of Commissions to Plenary and Discussion**

**Chair:** Dr. Lyndon Bouah (DCAS) and Prof. Simeon Davies (CPUT)

Prof Davies and Dr, Bouah commented that some of the issues discussed in the Commissions overlap but that the Commissions' report back show that delegates were very reflective and very serious in their deliberations which is very important and creates a foundation in taking the issues forward.

According to both speakers it is easy to discuss but to take the issues forward and provide solutions to act on in order to go forward is often tough. One of the common themes which came through was that the youth needs to be far more involved in what we are doing. We need to listen to them, to integrate them much more in what we are doing and we need to understand that they have an important role to play.

Prof. Davies said that "We also need to understand that the issue of decolonisation is a big thing and even though we live in a multicultural society and Apartheid is an issue of the past, the legacies and structures of it still exist. So depending where you live and the community you grow up in, if you play for the community football team it will be back African, coloured or white or whatever it is. And we need to think of different ways of getting people to play together as well as against each other."

The other point which was summarized concerns partnerships, mapping and developing a Charter. There is a lot of fragmentation and a lot of people are passionate in what they do, NGOs often work very independently and are funded by different people. Thus it is seen advisable to conduct mapping to know who is doing what and where and to work in partnership for cross-support of organisations, joint calendars and better impact.

### **Way Forward and Closing**

Dr. Marion Keim Lees, Prof. Christo de Coning, Dr. Lyndon Bouah (DCAS) and Mr. Savarion Arendse, (Provincial Management Board Chairperson, Old Mutual)

The aim of the Conference and Expo was to improve partnerships and collaboration, to create a forum for exchange and to bring representatives from civil society, business, education, and policy makers together to share expertise and experiences, promote communication and the exchange of information to strengthen the vision of using sport and recreation as vehicles to build peaceful healthy communities and a better society in Cape Town, South Africa and globally.

Savarion Arendse, the Chairman of the Provincial Management Board of Old Mutual applauded the aims of the conference to create this important forum and to bring practitioners and local and international delegates and experts together in the Western Cape to create this network for sport and peace and highlighted the involvement of Old Mutual to grow this field.

Dr. Lyndon Bouah, Chief director of DCAS, acknowledged the involvement of all government levels in the event and emphasised the importance of working jointly with civil society, federations and NGOs, as well as with university and corporate partners to put the recommendations of the conference into action. He expressed DCAS' commitment and his anticipation of hearing about implementation of the discussed initiatives at the next conference.

The Summary of the Conference this year was delivered by Prof. Christo de Coning and the word of thanks by Dr. Marion Keim Lees

### **Summary of the 2016 Cape Town Peace Conference** by Christo De Coning

Ladies and Gentlemen

Thank you for the opportunity to do the Summary of the Cape Town Peace Conference of 2016. The Conference has exceeded all my expectations and it will take me a while to reflect on the important debates that have taken place and priority issues that have arisen from the active dialogue and fruitful discussions that have taken place. I shall not be focussing on the outcomes of the Commissions but wish to note that important resolutions were taken for further action during the course of the year.

You will be relieved to know that rather than to summarize all the important issues and comments, I have decided to rather keep it short as it is Friday afternoon by sharing with you those specific issues that I will be taking home for further reflection and as a guide for action in the coming year. I hope that this perspective may also assist you to identify priorities for the next year.

From my perspective four (4) important themes have emerged from this Conference. These include:

- The **value of sport as a vehicle for development**, with an emphasis on **partnerships** as a driver.
- The **potential of sport to partially contribute and act as a catalyst for peace, reconciliation and unity** with **leadership** as a driver of these processes;

- Third, as we find ourselves in an Olympic year, the value and importance of the idea and **philosophy of Olympism**, with universal **values** as the driver.
- Last, I shall remember the 2016 Conference because of **the participation of the youth** and the important input they have made, with the **options for the future** as a key factor in this debate.

I would like to make some brief comments about each of these themes.

The **value of sport as a vehicle for development**, with an emphasis on **partnerships** as a driver has received prominent attention and the recognition of sport as a fully-fledged social sector, contributing to social and human development as well as the acknowledgement of sport as an economic contributor are increasingly being recognized. The fact that the Case for Sport by DCAS and UWC shows that sport contributes R8bn annually to the Western Cape GDP and that sport are responsible for some 60, 000 job opportunities illustrates this point. Sport and development programmes such as that of MOD Centres, Grassroots Soccer and many other programmes have become main stream initiatives. Socio-economic development in our communities is regarded as an essential requirement for peace and social stability in our communities. The concept of partnerships was identified as a key factor or driver and the role of governance, as the relationship between government and civil society and the role of government, NGOs and Sport federations are essential agreements to realize this effort.

With reference to the second theme, namely the **potential of sport to contribute and act as a catalyst for peace, reconciliation and unity**, it is clear that leadership plays an important catalytic role in making peace and reconciliation possible. Not only is South Africa cited as a world example in this respect, but it is particularly striking that the South African Government holds various important leadership positions of international working groups and we have heard the Deputy Minister and the UN Advisor's views in this respect. We also have Dr Bella Bello Bitagu with us from Ghana that chairs the International Scientific Network for Sport and Development.

Ladies and Gentlemen, leadership is not only important at these international levels but community leadership can indeed make a critical difference at the local level. At this Conference the message by Lungile Tsolekile who received the Peace Ambassador's Award, the views of the ARESTA leaders on xenophobia, the participation and inputs from the Metro Police Cadets, the role of the anti-gangsterism programme participants and my other stakeholders at this Conference showed that local leadership is a critical factor in supporting sport and development initiatives but also to facilitate reconciliation and unity.

With respect to the third theme, namely the value and importance of the idea and **philosophy of Olympism**, the debate on the importance of Olympic, Paralympic and universal values showed that it is striking that such value education has already taken place and are emphasized in many different settings in this Province. With respect to peace, the concept of the Olympic Truce, as explained by the Director of the Olympic Peace Centre this morning,

shows what sport can do to facilitate peace and unity during difficult times. We have been privileged to have Ms Elizabeth Sluyter- Mathew with us from the IOC and she has shared with us many important ideas, including the importance of promoting Olympic values through sport and play. The quest for broad based institutionalization of Olympic values on and off the sport field is indeed a dream of many that ideally should surpass the impact of the Olympic Games. This debate has also placed the spotlight on the value of role models and the importance of support for Olympians and other successful sport personalities in taking up this important responsibility. We need role models in all our communities and role models in sport are of particular significance.

Fourth and last, I shall remember the 2016 Conference for the **participation of the youth** and the important input that they have made, with **the options for future** as the driver. I wish to acknowledge the presence and the inputs to this Conference by the youth. This year's Conference enjoyed considerable support from the youth and participants up to the age of 36 made out the majority of participants during the Reception as well as during the formal Conference. It is noted that even at the close of this Conference as I speak in the late afternoon, more than half of the participants were youth and the Reception performance last night was absolutely pumping with energy because of their participation. During formal sessions youthful participants made important inputs, not only through participation in the *Youth Peace Heritage Game* presentations on the significance of heritage and peace, but also by attending and participating in the various commissions. In the case of the Community Safety Commission (3), it was noted that more than 80% of participants were younger than 25 and discussions were very much focused on the issues that were important to the youth.

Ladies and Gentlemen, I would like to end off my summary by reminding you of a number of important quotes and comments by participants at this Conference.

I shall remember this Conference because of the words by Lungile Tsolekile who received the Peace Ambassador's Award from the Foundation, when he said that:

*If each one of us made a contribution to sport and development in our own way and even if it was a small contribution, then those small efforts by all of us may all add up to a significant contribution and impact.*

Mr Brent Walters the HOD from DCAS said that:

*Cooperative governance and good management are essential ingredients for sport and the need to work together to form partnerships to support sport, development and peace was very important.*

It was noted that the tri-lateral arrangements between Government, the Provincial Sport Confederations and individual Provincial sport federations in the Western Cape provided an excellent basis for these partnerships. Mr Walters also stressed the importance of working

with NGOs and remarked on the significance that this Peace Conference was arranged the Foundation as a non-profit organisation and an NGO.

Ms Limpho Manyamane from *the Nelson Mandela Foundation* spoke of the importance of fair play, that Madiba always said that sport has the power to reunite and that sport was a way of celebrating social virtues. Ms Manyamane made a very special statement when she said that

*We all needed to find the Madiba Magic with each of us.*

Deputy Minister Gert Oosthuizen remarked on the significance of the Olympic year and said that

*The Olympic Games was a moment of celebration and that the Olympics showed us that we can be unified through the power of sport*

He also noted the importance of Physical Education and the important effort that Government was making to address this issue.

Mr Wilfried Lemke, special advisor to the *United Nations* reminded us that the Sustainable Development Goals that replaced the Millennium Development Goals now made prominent provision for the role of sport in sustainable development in various important fields and sectors, as described in the various chapters. Mr Lemke said that:

*Sport is a concrete vehicle for value education and world peace.*

The striking presentation by Prof Odendaal that can hardly be summarised because of its brilliance, reminded us of the significance and importance of the history and heritage of sport and the many lessons that lie in it, especially for us as South Africans. He said that:

*We need to push sport and development to reach every child and we need to work hard for fundamental social change*

Elizabeth Sluyter-Mathew from the International Olympic Committee made a number of important contributions but I shall certainly remember this Conference for her statements that:

*Social responsibility is the DNA of the Olympic Charter.*

and

*Olympism is a philosophy of life which places sport at the service of mankind.*

Ladies and Gentlemen, I would like to close my summary of this Conference with the above important words by Ms Sluyter-Mathew that I believe should guide us like a beacon to next year's Conference.

The Conference Proceedings will be published soon and we are looking forward to the further activities during this year based on the resolutions by the various Commissions. We look forward to seeing you again at the Cape Town Peace Conference in September 2017 where I expect that many issues on the above agenda will again receive attention but also new

priorities that may arise in the next period. My request to you is to be vigilant in monitoring and recording emerging priorities in sport and development and to bring these perspectives to next year's Conference.

Thank you for your participation in this Conference.

## CONCLUSION

The 3rd Cape Town Peace Conference was a wonderful event, unique and diverse in its nature with its various components of Training, Expo, artistic, cultural and musical Performances, Youth Peace Heritage Games. Conference Plenary and the work of the Commissions.

The deliberations in 2016 provide valuable guidelines for the way forward, for the future work of the Commissions but also for more collaboration between government (local and national), civil society, business, media, educational institutions and other interested stakeholders. Significant encouragement was received from all partners to continue with this initiative and support its growth, as Prof Simeon Davies said, the unique and extraordinary fact is that we all have a common goal we strive for. The list of recommendations and the work of the Commissions in the coming year will lead and guide us.

We will inform you of the planned activities for 2017 and details of the 2017 Conference will be available on the Foundation's website.

## Appreciation

The Board of the Foundation would like to thank all its partners from near and far for their outstanding contribution, wonderful commitment and kind support to the hosting of the **3rd Cape Town International Sport and Peace Conference and Expo "The Power of a Dream"** and the many organisations which made this event possible. To this end we would like to express our appreciation to:

The Department of Cultural Affairs and Sport, Western Cape, Nedbank, Old Mutual, the Association for International Sport for All, the Department for Sport and Recreation South Africa, Grassroot Soccer, the City of Cape Town, Cape Metro Police IZIKO Museum, the Nelson Mandela Foundation, United Nations Office on Sport for Development and Peace, the Olympic Truce Center, the Western Cape Network for Community Peace and Development, Western Cape Education Department. We also enjoyed the support of Tsogo Sun, Haute Espoir, Campuscan and the Municipality of Ancient Olympia, the Hellenic Community as well as the presence and support of the representatives of TAFISA, IOC, INSSAD and of the University of Cape Town, University of Stellenbosch, Cape Peninsula University of Technology, as well as **Tshwane University** of Technology and visiting universities from Gauteng, Ghana and the German Sports University, Cologne.

A special thanks to all the youth heritage leaders and coordinators, speakers, chairs of commission and sessions and to all delegates from near and far. It was so amazing to host all of you and a warm thank you to all our foreign guests from France, Switzerland, Ghana, Zimbabwe, Rwanda, Canada and Germany who have become friends. We are looking forward to our interactions with you and hope to see you again soon, latest 12-14 September 2017 for our 4<sup>nd</sup> Cape Town Peace Conference.

The **Power of the Dream** was an opportune conference theme for the Olympic and Paralympic Year 2016. Let's continue to believe in the dream of building a better world through sport and in the power of each of us to contribute to making it a reality.

Let's make it happen, together and for our youth!

Foundation for Sport, Development and Peace

and the 2016 Conference Organising Committee

## **CASE 22: THE YOUTH PEACE AND SPORT HERITAGE GAME (2017)**

**Youth Coordinator:** Warren Lucas

**Youth Facilitators:** Chante Johannes; Cian De Coning; Raedene Lucas; Joshua O'Connor; Mpai Rampou

**Youth in South Africa** constitutes 37% of the population in 2010, which in total equals 19.1 million individuals (StatsSA, 2010). South Africa's National Youth Commission Act, 1996, defines youth as those from ages 14 to 35 years (Cramm, Nieboer, Finkenflügel, Lorenzo, 2013).

Like many other developing countries, South Africa's population as a whole is quite young (StatsSA, 2013). The elevated level of youth population is expected to exist for the next 20–30 years; the large proportion of working-age population presents South Africa with a time period of opportunity for human capital and economic development (Makiwane, Monde; Kwizera, Stella 2009). Although South Africa transitioned from an apartheid government to a democracy in the early 1990s, the policies have a continued legacy of significant inequalities. The burden of many of these inequalities falls on South African youth in terms of education, employment, poverty, and health outcomes (Kriel, Whitehead, Richter, 2005).

Therefore, youth development is essential to helping the youth of South Africa. Youth of the present have been identified to possess unlimited potential to reach their dreams, however, fewer opportunities exist within the job market. With the past becoming a distant memory for our youth, the Foundation decided to incorporate the Annual Youth Peace Heritage Games to instill an appreciation of our Country's heritage through the use of sport and recreation activities. The Youth Peace Heritage Games aims to develop, network and assist youth participants with information about the legacy of our country, and to invest in their education through active investigation at identified museums and heritage sites, in order to keep South Africa's heritage alive in our youth today. This participation ensures that youth enjoy time spent with one another, which presents an opportunity for youth to empower each other as they journey through Cape Town in the pursuit to learn more about South Africa's past and how we became a democracy. The Olympic and Universal Values of of friendship, joy of effort, fair play, respect, excellence and balance of body, spirit, will and mind as well as interdependence, sharing, love, tolerance, equality amongst others, are utilized in order to bring youth participants together with the aim of creating a legion of youth, who are directly in touch with our Country's heritage. Youth then develop an understanding of where they come from, themselves. Through this understanding, youth are



guided with regard to where they are heading in their chosen career paths and fields of expertise.

Development of youth through information of heritage and culture contribute to the awakening of the importance of peace and reconciliation, and it's role in community cohesion, safety and resilience. Youth are our Country's largest population, therefore making the youth of today a very important asset. If youth are left unguided, and inappropriately motivated through negative social activities, may result in youth with very little chance of hope to become successful and live their full potential.

**Context and purpose:** *The Youth Peace Heritage Game* was conceptualized /developed to assist participants to understand or develop an understanding and sensitivity for different perspectives and beliefs and to promote respect for diversity, peace and reconciliation. The Peace Heritage Game was first created for and implemented at the *Cape Town Peace Conference* in South Africa in 2015. This year's Game will take place on the 15<sup>th</sup> of September at the Old Mutual Building, Waterfront, Cape Town.

**Expected learning outcomes:**

- Recognition of the importance of tolerance, understanding and respect for own and other peoples' heritage and culture and beliefs with regards to sport and peace.
- Improved knowledge, understanding and awareness of the importance of peace, the role of sport in development and reconciliation.

**Objectives of the Game:**

- Provide participants with an **educational experience** on historical and heritage aspects of Sport, Development and Peace and Legacy;
- Provide participants with the opportunity to consider, **apply and experience the values** of Respect, Balance, Fair play, Respect for others, Joy of effort and Excellence
- Focus on and **acquire knowledge of particular heritage sites and special people** and on the above themes;
- Improve the **awareness of participants** of the importance of peace and reconciliation;
- Present the results of the games as **stories and presentations by the youth** to peers to other youth groups and to interested audiences to improve the awareness and understanding of important peace and heritage issues. Present results as Powerpoint presentations/ live drama, stories or video / film stories & presentations

**Nature of the Game:** In this game Youth Teams visit key heritage sites of Cape Town and then reflect on the questions: *"What is the significance or the meaning of each heritage site to you?"* **Breaking new Ground: Values and Leadership for Recreation, Sport and Peace** Five (5) Teams of 8 participants each will participate. The participants – drawn from as wide a range of cultures and value systems - will engage in shared experiences, debate and dialogue. Participants not only work together to find clues and solve questions, but they are also

expected to present and interpret their findings for the other groups and/or their communities. Teams send 'Selfies' and make remarks on 'Hash tags' at each site and these are sent to the central *Youth Peace and Heritage Game Centre* coordinated by Youth Coordinator Warren Lucas. After the site visits, teams will be given the opportunity to prepare presentations in the afternoon to be presented at the Reception function of the Sport and Peace Conference on the evening of the 12<sup>th</sup> of September 2017.

Youth Teams will be competing against each other in good spirit and could win points for their degree of collaboration and the creativity they used to express their learning. A specific award will be given to the Team with "the Best Spirit". Conversely, teams could lose points for bad language, smoking, drinking and poor or unfair behavior.

**Suggested equipment:** Teams will first engage in a group exercise where teams are named and ground-rules are agreed-upon. Teams will be equipped with bandanas, T-shirts, flags and paint. A Youth facilitator will be assisting each Team and a Minibus and Driver (transport is provided by the Department of Cultural Affairs and Sport) are provided for visits to heritage sites. The safety of participants always remains the first priority. The Metro Police and medical/ emergency staff are available. Teams will be provided with a parcel containing stationery, information, drinks and snacks for the day as well as lunch and supper. All teams are invited to attend the Conference on 16 September and to participate in the various Commissions.

**Indemnity:** It is suggested that all participants under the age of 21 can only participate in the Games if their parent or guardian grants permission to do so, by signing an assent form as well as a consent form. All youth participants over the age of 21 sign their consent forms themselves.

## TYPES OF GAMES:

**GAME TYPE 1:** The **first type of Game focuses on participation** and require participants to visit all identified heritage sites, to take a picture (selfie) of the Team at each site as evidence and to be used in the presentation. Only one open question is asked, namely:

***'What is the significance or meaning of each Heritage site to you?'***

Typically these activities take all day (3 sites in the morning, lunch, and 2 sites in the afternoon). Teams are given the opportunity to develop a presentation (2 hours) to present their experiences in the late afternoon. In the case of the Peace Conference, presentations were made and prizes awarded at the evening Dinner of the Conference. Participants presented in form of slide shows, singing relevant songs and through drama. The purpose was also to bring the significance of peace and heritage experiences to Conference participants from all over the City as presentations of the first-hand experience of youth groups sharing their understanding and views on peace and heritage.

**GAME TYPE 2:** The second type of Game is intellectually more challenging and competitive and is a variation on the above. Participants are given specific tasks at each locality that allow them to investigate in more depth the meaning of each heritage site or to make specific

enquiries and to find information. This type of game is conceptually more challenging and can be customized for different groups. After completion of these site visits, teams complete a monkey puzzle or crossword puzzle to determine the winner(s).

**GAME TYPE 3:** A third version of Youth Peace and Heritage Games is facilitated as a follow-up of the above Games and consists of a **Peace and Heritage Story-telling and video production competition** where participants complete the games as described above and then develop their own written or verbal (video) stories on the meaning of these heritage sites to them. Such stories can be presented by youth participants at different occasions and also be published. Such productions may include documentary or awareness type video and film productions.

It should be noted that the choice of sites are important and that the potential exist to focus on different topics and experiences in different cities and localities. It is also possible to pursue particular themes such as for example the use of role models, e.g leaders such as Mandela (as was the case at the South African Peace Conference), or famous sports men/women but also topics such as the Olympic values, great leaders (such as Nobel Peace prize winners and their work) as well as to design the Youth Peace and Heritage Games based on contemporary youth themes that are developed in conjunction with participants.

#### **Guidelines:**

- Your first priority is the **well-being and safety of participants**. Use professional organizers and service providers with attention to safety, crime, transport, nutrition (liquids, lunch, supper), first aid and medical support, consent by parents, and the use of experienced youth facilitators. Ensure good organization and management, good communication and cellular contact between all on the day. The use of experienced youth coordinators is key. They will be your quiet champions of the day, handpick them. (No smoking, drugs or alcohol, only fun and good spirit)
- Ensure a relevant and focused approach to the **programme design** and the heritage game themes and sites to be visited. Consider the particular country and cities history with respect to heritage related to peace and reconciliation.
- Pay attention to detail in **selecting possible sites** with respect to relevance, access, information displays and brochures, cost, locality, safety.
- Focus your effort on how to facilitate **the constitution of teams**. Consider similar or matching teams, consider criteria for selection such as age and gender, inviting NGOs to arrange teams, attention to comparable age groups and educational background, level of participation or competitiveness.
- Ensure adequate finance and pay attention to logistics. Develop an action plan and make arrangements with all affected parties such as museums and Conference organisers. Ensure medical and security support. Pay attention to detail such as food, nutrition, entry fees, information brochures, comfortable shoes for participants etc.

### **Case Example:**

The Cape Town Youth Peace and Heritage Game was successfully offered at the 2<sup>nd</sup> Annual Peace Conference and four teams participated, visiting the Nobel Peace Prize statues at the Waterfront, the District Six Museum, the Umama Collection as well as the famous Nelson Mandela Balcony at City Hall. Participants enjoyed the day tremendously and impressed Conference delegates with insights! Teams made excellent group presentations to Conference participants in the evening and were hosted at the Conference Dinner. Valuable perspectives and an improved understanding of the meaning of heritage, peace and reconciliation were gained contributing to the topic of the conference *A City Focus on Peace, Sport and Recreation*.

Lessons of experience included proper planning and pre-visits to sites, use of experienced youth facilitators, choice of organizations to arrange teams, importance of consent from parents, assistance with preparations for presentations, recognition and awards / Dinner evening.

### **Invited Dream Teams:**

- 1 Team from the Al-Fitrah LGBT
- 1 Team from the DCAS PAYE Interns
- 1 Team from Women for Peace
- 1 Team from the Franschhoek Youth Forum

Typically a number of teams, such as for example 3 - 5 teams are constituted (normally as representatives of schools, NGOs, Olympic bodies or sport federations with 4 - 8 players each with equal numbers of boys and girls.

### **TYPICAL PROGRAMME FOR THE DAY:**

The Game starts with a team building exercise where participants decide on a name and colour for the Team after which flags and bandanas are provided. Teams paint their names on their flags and are each given a Task sheet and Programme consisting of different Heritage Sites to visit and a vehicle, responsible driver and Youth Leader, to accompany each team, are provided. Teams follow a Programme with designated times and heritage localities.

9h00: Briefing of Teams

9h30: Team exercise: Team Name, Team Captain, Flags, Bandannas exercise.

Selfies / Purpose of the day and Programme.

Team 1: Raedene **RED Al-Fitrah LGBT**

Team 2: Chante **GREEN Women for Peace**

Team 3: Josh **YELLOW Franschhoek Youth Forum**

Team 4: Cian **BLUE DCAS PAYE Interns**

9h45: Departure to Peace and heritage sites

	St Georges Cathedral	City Hall	uMama Buitenkant Street	District 6 Museum
10h00	Team 1	Team 2	Team 3	Team 4
11h00	Team 2	Team 3	Team 4	Team 1
12h00	Team 3	Team 4	Team 1	Team 2
13H00	Team 4	Team 1	Team 2	Team 3
<b>14h00: LUNCH</b>				
Nobel Square & Home Stop (All at Home Stop)				
15h00	Team 4	Team 3	Team 2	Team 1
16h00	Home Stop REST/ Prepare presentations / meet with Youth Leaders about presentations			
17h30	Reception and presentation of findings			
20h00	Transport and departure			

16h00: Teams report back to the Waterfront and relax in designated area. Prepare for presentations and Reception

17H30: Reception and presentations. *Youth Peace Heritage Game Awards*

#### CURRENT HERITAGE SITE VISITS:



- **Nobel Square at the V&A Waterfront:** This site contains the 3 effigies of the South African Nobel Peace Prize Laureates namely Albert Luthuli, Archbishop Emeritus Desmond Tutu as well as Nelson Mandela and Willem De Klerk. Remember to take a Selfie and send. What is the significance of this site?
  - **Address:** Watershed, 17 Dock Rd, Victoria & Alfred Waterfront, Cape Town, 8002
- **St Georges Cathedral.** Famous Peace heritage site associated especially with Archbishop Emeritus Desmond Tutu and the March that he led on 13 September 1989. Please proceed to the CRYPT first, this is a small entrance to the left of the main Church entrance. Please read the Notice board information on the 1989 March. View all pictures. What is the significance of this site? Proceed to the Church and spend 5 quiet minutes sitting down and reflect before departing to your next destination.
  - **Address:** 5 Wale St, Cape Town, 8001
- **City Hall and the Grand Parade.** This is the venue of the 2015 Peace Conference and the venue is famous for Nelson Mandela's first speech from the Balcony on 11 February 1990. Either Marion or Christo will brief you on the significance of the Town Hall and Balcony.
  - **Address:** Darling St, CBD, Cape Town, 8001
- **Umama Book–** Iziko South African Museum, please proceed to conference area for **The Umama Book exhibition** What is the significance of this book?
  - **Address:** Address: 78 Buitenkant St, Cape Town City Centre, Cape Town, 8000
- **District 6 Museum: District Six Museum** is a museum in the former inner-city residential area, District Six, in Cape Town, South Africa. District Six Foundation was founded in 1989 and the museum in 1994, as a memorial to the forced movement of 60,000 inhabitants of various races in District Six during Apartheid in South Africa in the 1970s.
  - **Address:** 25A Albertus St & Buitenkant Street, Zonnebloem, Cape Town, 8000

### **Potential to increase participation of youth and incorporating physical activity**

With an increase in stakeholders, the foundation will be able to conduct the Youth Peace Heritage Games more than once a year. Currently, the Foundation's capacity only allows one Youth Peace Heritage Games, which, at the moment, always runs alongside our Annual International Sport and Peace Conference. The Foundation has a vision to conduct the games 2-3 times a year, in order to reach and provide opportunities to more youth groups, thus increasing the number of youth participants receiving development and investment from the Foundation.

The foundation intends to expand the Youth Peace Heritage Games and incorporate Physical activity, recreation and sport tasks that can be implemented. Keeping a close watch on safety and availability of resources are our current obstacles for expansion of the Youth Peace Heritage Games. We would like to include physical activities that encourage Youth to be active, and experience the benefits of sport and recreation during the games by:

- Biking or using bicycles to get from heritage site to heritage site.
- Encourage more walking.
- Include a jogging/running requirement.
- Monitoring this physical activity with pedometers and smartwatches as an initiative for Public Health Active Awareness for Non-Communicable Diseases and Health Promotion, because young people are fit people, and fit people are healthy and at a reduced risk for disease.

### **Encouraging volunteerism**

Volunteerism is defined as the principle of donating time and energy for the benefit of other people in the community as a social responsibility rather than for any financial reward. Volunteers are recruited by the Youth Coordinator. Often, students from surrounding universities are requested to be of service for the day. These students are in the field of sport, recreation and exercise science through studies or coaching. The Foundation looks for young people to lead youth groups who are examples of good behaviour, who are presented professionally with an element of fun, and who are physically active with friendly, and open-minded personalities, as youth leaders are responsible for supervising and engaging each of the participants in the Youth Peace Heritage Games, regardless of the team that they are in charge of. A spirit of collaboration and willingness to be involved is what sets our Youth Leaders apart, and contributes to the diverse and unique spirit of the Youth Peace Heritage Games.

### **Starting a Youth Peace Heritage Games Alumni**

Going forward, all previous participants of the Youth Peace Heritage Games, Youth Leaders and Young people from clubs and NGO's will form part of the Youth Peace Heritage Games Alumni which will be coordinated and operated by the Youth Coordinator, Warren Lucas. This initiative will assist in creating a network of active youth, that the Foundation can call on to promote themselves to new members of the Youth Peace Heritage Games. Alumni will be able to share their experiences, strengths and hope with newcomers with the aim of encouraging and inspiring new participants. In this way, previous participants will have a platform to give back, lead and be of service to their youth counterparts and invest in uplifting a generation, such as youth at risk individuals, to understand that they, too, can realize their full potential, as the alumni have.

### **REFERENCES**

Cramm, Nieboer, Finkenflügel, Lorenzo (2013). "Comparison of barriers to employment among youth with and without disabilities in South Africa". *Work (Reading, Mass.)*

Makiwane, Monde; Kwizera, Stella (2009), "Youth and Well-Being: A South African Case Study". *Social Indicators Research*. Springer. **91** (2): 223–242. [doi:10.1007/s11205-008-9279-7](https://doi.org/10.1007/s11205-008-9279-7). [JSTOR 27734827](https://www.jstor.org/stable/27734827).)

Kriel, Whitehead, Richter (2005), "Barriers to Conducting a Community Mobilization Intervention Among Youth in a Rural South African Community". *Journal of Community Psychology*. **33** (3): 253–259).

Warren Lucas



## **CASE 23: THE CASE FOR SPORT AT THE UNIVERSITY OF THE WESTERN CAPE**

Marion Keim and Mandla Gagayi

### **1. Introduction and Background**

The University of the Western Cape is one of the four universities in the Western Cape with a student population of 22 285 students, 17430 undergraduate and 4855 postgraduate students and many students from other provinces, other parts of Africa and overseas. Approximately one quarter of its students live in residences on and around the campus.

The mission of the University states that “the University of the Western Cape (UWC) is a “national university, alert to its African and international context as it strives to be a place of quality, a place to grow from hope to action through knowledge”. Eight distinctive goals in its Institutional Operating Plan (IOP) give substance to UWC’s distinctive role as a public university in South Africa’s emerging democracy and as a leading centre of higher learning. In its Research Strategy UWC states that it is an engaged university, connected to the public sphere, committed to being an effective partner in the larger national project of building an equitable society and striving to give effective leadership at all levels in order to maintain and develop a vibrant and viable institution of high repute. It further states that it provides opportunities for an excellent teaching and learning experience that is contextually responsive to the challenges of globalization and a society in transition, which enhances students’ capacity as change agents.

This mission, vision and strategy plan demonstrates the strive for a holistic development of students as role models for their community and for the society at large. Any vibrant teaching and learning context therefore also needs to address the physical and emotional needs of young people including aspects of health, wellness and physical activities, sport, recreation, games and play.

This case study will provide aspects of the case for sport at UWC, the university’s sport and recreational landscape and its opportunities for student development as part of sport development and vice versa on and off campus in the light of its mission as an engaged university.

It includes a small survey which ICESSD conducted as part of a research module with Honours and undergraduate students on campus in 2013 to find out:

- a) Why many students are not involved in sport and recreation
- b) What students would like see on campus in terms of sport and recreation
- c) How the university can involve surrounding communities in sport and recreation activities

### **3. Historical Context contemporary trends and nature of activity**

#### **a) UWC sports tradition and achievements**

The University is proud of the rich sporting tradition that has characterised its development since its inception in the early nineteen-sixties. As a previously disadvantaged institution UWC does not have the same geographic, architectural and infrastructural set up as previously advantaged universities share which has an impact even today on sport and recreation development on campus. However, since the unification of South African sport in the early nineties, UWC has shown its effectiveness on and off the sports field in a variety of ways.

UWC is well known for its achievements in different sporting codes. Today it belongs to the top eight universities in South Africa in codes such as rugby, cricket, athletics, soccer, netball and volleyball. As an institution, it has produced athletes to compete at provincial, national and international level both on the competition field as well as at administrative level.

UWC has produced valuable athletes such as Bobang Phiri, (representing South Africa at the Olympic Games in Barcelona and Athens and reaching the semi-finals in the mens 400m event in Barcelona; ) Melody Marcus, Ebenezer Felix, Donovan Wright (gold medalist in the 1997 Comrades Marathon) Leigh-Ann Naidoo, ( Beach Volleyball Olympian in 2004) Geraldine Pillay and Derick Orderson (World Champion Life Saver); Keenan Watson (long-jump champion); Nolene Conrad (Athletics), Kayi Vuyolwethu (WP Senior Cross Country), Robyn Fergusson, Dominique Dryding, Lyle Aloile (Swimming), Francois Plaatjies, Edmund van Wyk (WP Cricket Academy and Cobra Teams), Grant Goldschmidt (national and internationally ranked volleyball player), Lwandiso Kwababana, Konwabo Mbolekwa (University Sport National Boxing Team).

Present talents include: Tamzin Thomas (SA Youth Champion 100m); Thembi Kgatlana, Leandre Smeda, Jermaine Seoposenwe (Rio Olympics – women’s football); Hilton Langenhoven (Rio Paralympics 100m gold); Amogelang Motau, Thalea Smidt, Abongile Dlani, and Renaldo (Universiade 2017 in Taipei – football); Chad Roman (Universiade 2017 in Taipei – swimming); Tamlyn Thomas (Under 21 World Championships in Beijing – beach volleyball); Petunia Obisi (African Universities 100m gold)

#### **b) UWC and sports development**

UWC has also considered itself as an important sports development node for South Africa for many years. Sports development in and through UWC is a key component in giving effect to UWC’s mission and is embedded in the University’s strategic plan, therefore: “(a) Sport is seen as part of the general education of students, and a way of enabling them to engage with the wider community productively. The development of UWC students, most of whom come from significantly disadvantaged backgrounds, is related to development of the communities they come from. Success in open competition alters both the athletes/students’ self- image and the perceptions of their communities. Similarly, being able to associate with an institution of some stature has significant impact on the development of young people from outside the University who participate in partnership and outreach programmes based at UWC.” ( Sports Administration Strategic Plan )

#### **c) UWC and research in sport related topics**

Sport is firmly engaged with the intellectual project and has been identified as a niche area for research development particularly in the Faculty for Community and Health Science. This means that synergies are sought between the departments with an intellectual interest in sport to contribute to an ambitious programme. In addition to the Department of Sports, Recreation and Exercise Science, students and staff from Dietetics, Occupational Therapy, Medical Biosciences, Nursing, Physiotherapy, and Psychology are involved both in sports development and in sports-related research. Through the Flemish University Council (VLIR) a 10 year partnership was started in 2002 with the focus on youth and wellness and in 2007 a new niche area of sports for development was decided on. As a result of this VLIR- UWC “Dynamics of building a better Society” initiative a research centre of excellence for sport and development was launched in December 2009. Since its inception this Interdisciplinary Center for Sports Sciences and Development (ICESSD) has been providing research, training and communities outreach programmes in sport and development. Many of the research activities run in association with local, national international partners.

#### **d) UWC and training in sport and development**

Besides the undergraduate and postgraduate degrees offered by SRES, there are accredited short courses in terms of sport and development developed by ICESSD for students, coaches, trainers, civil society groups ( NGOs, CBOs) , clubs, federations, government representatives which have been offered on fro groups on campus, locally, nationally and internationally. The following CE accredited and registered short courses have been developed and offered by ICESSD in this regard with a focus on life skills and sport and community development

- Sport, Development and Peace (level 4)
- Life Skills and Community Peace Building (level 4)
- Leadership and Transformation (level 4)
- Effective Business Communication Skills (level 4)
- Personal Empowerment ( level 4- HOM)
- Mediation Training (level 5)
- Conflict Transformation (level 5)
- Conflict Transformation Interventions (level 5)
- Basic Facilitation Skills (level 5- HOM)

Since 2010 the following courses are available:

- Sport and recreation for community development (Introductory level 4 and advanced course, level 5)
- Sport, physical activity and recreation in psychosocial and health intervention (introductory course, level 4 and advanced course level 5)
- Monitoring and Evaluation Course : Participatory techniques in facilitation, need assessment and evaluation (introductory course, level 4 and advanced course (level5)

Since 2013:

- Monitoring and Evaluation course Level 7

Since 2017

- Leadership and Coaches Development Programme

The UWC Sport Administration Department and the Interdisciplinary Centre for Sport Science and Development (ICESSD) launched an exciting new Leadership and Coaches Development Programme for High Performance and Community Coaches in June 2017. Just under 60 participants from local clubs, UWC, CPUT, UCT, and Maties registered for the first offering of the **Leadership and Coaches Development Programme for High Performance and Community Coaches**. Due to the high number of responses the course was divided into 2 groups and classes took place every Monday and Wednesday from 17:30 - 21:30 for 10 weeks.

According to the Director of Sport Admin, Mandla Gagayi this initiative is an exciting development in line with UWC's community engagement and High Performance programme and focuses on much needed Capacity Building for coaches and Athletes. All courses are informed by a recent Training Needs Assessment that was conducted with UWC coaches during the last semester in 2016 by a research team involving staff of Sports Admin and staff and PhD students from ICESSD conducting a comprehensive survey.

This comprehensive survey undertaken with all available UWC coaches, showed that most UWC coaches are involved as community coaches and that a special need exists for both high performance coaches and also emerging coaches in various disciplines. After presentation and discussion of the outcomes of the research amongst the coaches at the Coaches Meeting a number of priority training items were identified for both high performance and community coaches. Various courses will be offered by Sport Admin over the next years to respond to this demand. The **Leadership and Coaches Development Programme for High Performance and Community Coaches** is the first of a battery of courses selected by the coaches and focuses on personal leadership and social transformation and other courses will follow soon.

Judging from the needs assessment and the feedback of the coaches and by the high turnout in response to Sports Admin's call to coaches from various disciplines, codes as well as various institutions such as UWC, CPUT and SUN, we are on the right track, says Mandla Gagayi.

An added advantage is that this capacity building programme across codes and institutions also give coaches the opportunity to share experiences across sport types. Feedback by

course participants after the first session gives an indication that this leadership initiative for coaches has the potential to go far beyond our expectations, stated Prof. Marion Keim.

Some of the speakers and participants noted that:

- *“ I like to thank you again for affording me the opportunity to take part in this Leadership course. My vision is to work with children with disabilities and special needs and ultimately have these kiddies take part in the Paralympics one day. As karate is now back in the Olympics and I want to help all children to reach that level as well. I know it is a lot and that maybe I have unrealistic dreams according to others, but I feel receiving this invite to the course was the first step to realising these dreams and a step in the right direction” Linda Afrika -Peters (karate coach, Du Noon)*
- *“I welcome the exchange and debate that is now taking place at UWC and that coaches have a forum to discuss matters of mutual concern. Coaches are much neglected and this focus on coaches, also in the interviews have placed a focus on our competencies, on what we need”. (Participant to the Course, First session, 28 June 2017).*
- *The seminar series of 2016 allowed us to engage with outside speakers and specialists and showed us that UWC coaches have much in common. Most of our coaches come from and serve communities with community coaches. This poses special challenges and the coaches training allows us to speak about this and to empower ourselves also for high performance” (Participant at the Introductory Course, 28 June 2017).*
- *“ Training for coaches have been associated with the technical aspects of coaching only and such training as well as the associated accreditation for coaches are largely locked up within sport federations. A need existed for holistic training of a generic nature that is relevant across different sport types. Comparative research also shows that mentorship has become a key tool in capacitating top coaches. (Christo De Coning, Researcher)*

The programmes consist of various modules for coaches and athletes and will continue to be offered during next year.

#### **4. Institutional arrangements**

( Governance, management, coordination, HR training and finance including training)

##### **a) Management & Coordination**

The promotion, development, oversight and administration of sports codes form an integral part of UWC's Student Development and Support portfolio. Through this portfolio, under the leadership of the Vice-Rector, and executed by UWC's Sports Administration, the University aims to not only support its students in their academic progress whilst being at UWC, but to provide them with a variety of opportunities to explore their talents, enjoy student life and instil the values the institution stand for. UWC strives to ensure that through its academic, support and development programmes, UWC students respond with passion to the developmental challenges of our country and so keep alive the hope and dreams of a better

future for all. UWC aims to produce students who are able to live well informed lives and participation in sport is seen as an important component of this approach.

### **b) Sports Codes**

The University has accepted the responsibility to provide basic facilities for 22 sports codes, UWC has, however, prioritised five codes as its immediate focus area in terms of specialised coaching, facilities and athlete support and these are: athletics, football, cricket, rugby and swimming. The impact of the strategies can already be seen across all these selected codes. The fact that UWC has identified priority codes does, however, not imply that the university is not attending to needs and requirements of other sports codes and their essential requirements. The five initially prioritised codes are continuously being evaluated and it is planned to expand the list as additional resources or alternative opportunities become available; netball has already been identified netball as a code to be added.

### **c) Sports Development Plan**

The following areas of sport development illustrate part of the broader sports development plan that UWC are pursuing:

- i. Sport Science Support & Services
- ii. Facilities re-development and upgrading
- iii. Outreach programs to include community engagement and capacity building programs
- iv. Capital equipment to enhance performance training and support the hosting of events such as schools athletics, training camps and development programs, campus league to further enhance and support specific inter-campus and residence leagues

UWC is committed to major development in sport and sport-related work over the next five years. Its initial success indicates its very considerable potential to impact on South Africa's sports development. It has been particularly successful in drawing in players from communities whose history of marginalisation still tends to hold them back and partnering with them to aspire with confidence to the highest levels of achievement remains a key objective.

### **c) Facilities**

UWC has modern facilities to accommodate most sporting and recreational ambitions. With more than 23 sports to choose from, a health and fitness club and varying levels of support, students and staff have opportunity to exercise their bodies and their minds be it purely for recreation or at competitive level.

Presently UWC has the following facilities:

- Tartan athletics track
- Cricket oval
- Netball, squash and tennis courts
- Hockey, rugby and soccer fields
- Fully equipped gymnasium

- Sports stadium with floodlights that can accommodate 20 000/35 000 free spectators
- Covered and heated rimflow Olympic-size swimming pool
- A biokinetics clinic (SRES building)

The Health and fitness Club is equipped with:

- A 12-station super circuit, a Smith machine, Free weights
- Cardiovascular machines and a stretch area

The University is firmly committed to providing and developing sports facilities. This has involved careful physical planning. In 2008 alone, more than R20 million has been spent on developing the sports precinct, plans are far advanced to acquire adjacent land for expansion and consolidation, and attempts are being made to integrate UWC planning with the planning of its neighbour, CPUT, and that of Province and City to achieve a major suite of connected sports facilities. This includes discussions relating to the Belhar Indoor Sports Centre and the area adjacent to it. This suite of facilities could be managed as a strategically located sports development project in the interests of the more than 1 million people on the Cape Flats and in the northern suburbs. It would also be a major attraction to support mega events such as the Commonwealth Games for example. Other development plans include the installation of synthetic surface facilities for hockey and soccer in order to deal cope with water shortages brought by the ongoing drought, resurfacing of the athletics track to allow for hosting of national events, as well as the establishment of an outdoor gym to promote health and wellness on campus.

### **Effective partners and the type of relationships**

(a) UWC sports facilities are used by various stakeholders which include:

- University and community clubs (22 university sports clubs and the hosting of league games, tournaments and other major sporting events);
- University stakeholders which include 12 residences (weekly leagues and major events), 7 faculties and various support departments;
- Provincial and national federations (Swimming South Africa Center of Excellence and Learn-to-Swim programs), Football Academy, Western Cape Sports Academy and Western Cape Sport School, S.A. Cricket hosting of training camps Western Province Cricket Academy;
- Provincial government (Office of the Premier for regional annual sports events; City of Cape Town; Department of Cultural Affairs & Sport to accommodate schools, federations and community development programs as well as major sporting events); and
- Non-governmental Organisations (NGO's) which include religious, youth and other community groups

- Through ICESSD various community outreach events with local NGOs from the Western Cape Network for Community Peace and Development such as the 'Kicking for Peace' events, or futsal and sports leadership programmes.

In addition UWC sport facilities are home to many major events in the Western Cape. UWC facilitates provincial league games in football, cricket, swimming, squash, hockey and rugby and athletics. The UWC Sport Facilities client service list is extensive and includes, amongst others, the following:

- SAFA Western Cape
- S.A. Rugby for both university sport and the current FNB Varsity Cup
- Western Cape Sport School – athletics, football, swimming, and volleyball
- Department of Education – primary and high school athletics competitions
- Department of Correctional Services – Annual Games
- Department of Social Welfare – Annual Golden Games
- Provincial government – Office of the Premier annual games
- Department of Cultural Affairs and Sport – Provincial Games Trials
- University Sport South Africa – Western Cape Football Leagues
- Church Groups – Sport Festivals
- Western Cape Network for Community Peace and Development

A new and exciting development is UWC's partnership with the Department of Higher Education where DHET has made funding available for establishment of Sport High Performance programme. This entails linking sport to science and research in order to contribute to the development of top athletes that can represent the country at international competitions whilst also producing research that will assist in further development of sport in South Africa.

### **Outreach, capacity building and community engagement programmes**

Existing UWC community outreach programs include the following:

- Athletics – Discover-a-Star program and Young Sports Leadership Workshops
- Aquatics – Learn to Swim Programme
- Basketball – Cape Flats Development Program
- Cricket – Sports Skills for Life Skills Program
- Dance Sport – accommodates age groups of between 10 – 18 years for about 60 learners
- Football - U/13, U/15 and U/17 age groups
- Rugby – target learners and youth for U/20 team
  
- Volleyball – linked to the Western Cape Sport School, Western Cape Sports Academy and WP provincial teams
- Young sports leaders' workshops (June, September and December school holidays); codes to be involved: athletics, football, rugby, basketball, netball, volleyball, swimming, table tennis, etc.



- Happy Friday events with surrounding schools facilitated ICESSD.
- Kicking for Peace events of Western Cape Network for Community Peace and Development

To achieve all of this, the role of sports development is very important to promote, develop and manage opportunities for people in their local communities. Sport can therefore make a unique contribution in tackling social exclusion in society.

Presently Sports, Admin, SRES and ICESSD are offering opportunities for students to be involved in some sport and recreational outreach activities in the communities mostly, however, involving students from SRES department and sometimes students from the Faculty of Education who are enrolled at SRES.

Presently on campus a total of 940 students are involved in recreation in clubs including residence students. UWC would like to target more students taking part in a whole range of active recreation, from competitive to non-competitive activities. Besides the known activities mentioned before, UWC has started to introduce Futsal, to its students including the residences and to surrounding communities including schools as it is an excellent sport for the development of skills and ball control and to prepare for soccer.

ICESSD together with Sport Admin is running a weekly Happy Friday programmes involving schools from surrounding communities on campus in recreational activities every Friday afternoon where SRES students are involved as volunteers.

ICESSD and Sports Admin also offer quarterly short courses in sport and development, life skills and community development, sport and leadership and sport and community development for athletes/club members.

UWC has been one of the founder members of the Western Cape Network of Community Peace and Development in 2005. The Network is an umbrella organisation of over 30 NGOs and conducts regular recreational events on campus such as the Kicking for Peace event, a multicultural soccer initiative for youth which won the Beyond Sport Award in Chicago in 2010 as the best international project involving sport as a tool for social change and conflict transformation.

The University's goal is simple: to ensure that every member of our campus and identified community areas are offered the opportunity and encouragement to play, perhaps even lead or manage sport. This means opening up new possibilities – and improving existing ones – at all stages of life, in school, in clubs, and especially in university sport. Giving effect to this overarching goal is, however, not simple and UWC is pursuing it through various internal and external strategies.

### **3. Profile (vision , strategic objectives etc) and organisational structure including role and responsibilities**

The mission of the University states that “the University of the Western Cape (UWC) is a national university, alert to its African and international context as it strives to be a place of quality, a place to grow from hope to action through knowledge. It is committed to excellence in teaching, learning and research, to nurturing the cultural diversity of South Africa, and to

responding in critical and creative ways to the needs of a society in transition.” Sports development in and through UWC is a key component in giving effect to our mission and is embedded in the University’s strategic plan.

**Organisational structure:**

The promotion, development, oversight and administration of sports codes form an integral part of the Student Development and Support portfolio run by UWC’s Sport Administration Department with its Director and staff and under the leadership of the Vice-Rector Student Development and Support.

In addition the other two entities in the sport field are located in the Faculty of Community and Health Sciences: The Department of Sport, Recreation and Exercise Science (SRES) provides students with the necessary academic and professional skills to promote health through participation in sport, recreation and physical activities and offers various under -and postgraduate degrees.

ICESSD, the Interdisciplinary Research Center focuses on sport for development and social change. Its vision is to be Africa’s leading interdisciplinary Centre of excellence promoting sport as a powerful tool for development, health, wellbeing and social change through high quality research and combining the areas of sports and health sciences and community development and wellness.

**5. Survey Results and Performance /benefits and practical insights**

The above reflects a variety of sport- related activities on campus whether in form of research and training or more practically in form of clubs activities, recreational or competitive. UWC has good facility and equipment and 22 sporting codes on campus with a total of 1730 students involved, 940 in recreation in 10 codes offered on campus and 790 students in competitive sport.

However, what is missing is more information on the recreational landscape and student involvement of all faculties in terms of sport and recreation as well as sport and development on but also off campus in the light of UWC’s mission of an engaged university.

It is important for UWC to take positive action to redress the imbalance that exists due to its past as a disadvantaged university in terms of infrastructure and sports facilities and equipment and also leadership positions within sport and create leaders and role models who are representative of the people living in local communities. There is also a need to recruit, train and support more women, people with disabilities and active community members as coaches, officials and sports administrators.

UWC would like to improve the involvement of more students in recreation and to create a vibrant recreational atmosphere on campus using non-competitive sports activities such as play, games, including indigenous games and recreation. As an engaged university equally important is the students’ involvement in the local communities using sport and recreation as a tool.

ICESSD therefore conducted a small survey involving a total of 86 students. The first group consisted of 26 Honours students who gave their opinion on how to improve sport and recreation for the students on campus involving the community at UWC. The second group consisted of a total of 60 undergraduate students who as part of an assignment were interviewed by the Honours students on campus in 2013 to find out:

**a) Why many students are not involved in sport and recreation and what students would like see on campus in terms of sport and recreation**

**b) How the university can involve surrounding communities in sport and recreation activities**

**The students were asked: If you were the Rector at UWC and had a sufficient budget, what would you do to improve sport and recreation on campus to include more students and to encourage a more pro-active recreational atmosphere.**

The following provides a summary of the answers of this survey:

1. Conduct a survey to establish the interest of students, then make recreational environment more enjoyable and fun.
2. Establish a committee with the sole purpose of involving non-athlete students in recreational activities on campus. This committee should consist of students with the mentorship of trained professionals including therapeutic recreation.
3. Offer fitness and wellness testing for all students on campus.
4. Offer regular health screening and wellness days.
5. Run a recreation month with nutrition packages (eg. healthy liquids, juices) and gym package.
6. Offer recreational programmes and events providing entertainment and fun and recreational activities.
7. Offer summer games including running, jumping, climbing, balancing.
8. Offer innovative social recreational events e.g street soccer and basketball paired with cultural events, eg. internal tournaments with own teams of sport, dance, music but also indigenous games or debates.
9. Modified games with music and social vibe and performing arts workshops after hours
10. Have fun, not competition, by e.g. Social Running club, recreational swim training
11. Courts for futsal and beach sand pit for volley ball, beach soccer, touch rugby and more fun and recreational games , walking ropes between trees, archery , yoga pilates, gym, zumba spinning or tai-bo class, tai-chi , kick boxing with music, aerobics, karate martial arts, jui jetsu, boot camps, and dance classes.
12. Residential leagues including grouping of day students to participate as well , weekly physical challenges.
13. Better marketing strategy: Have a recreation campaigns on campus , presentations and outreaches, advertise and promote what recreational activities are played on campus and advertise programmes properly to inform students about health benefits (mental, physical and social).
14. Make the gym to be more female friendly as is very male orientated.

15. Invite sports, idols, celebrities, public figures to campus to give biography own story of success /talks to motivate students to participate in sport on campus and the positive influence of recreation.
16. Have conferences around the topics and include professionals in the industry who can present on how to improve sport and recreation at universities in terms of technology, recreation, fitness to mention a few.
17. Designate an area on campus for recreational activities only. Provide a permanent volleyball net and accessible balls for friendly games that are fun and not competitive, eg. tennis, volleyball, badminton, handball, hockey, softball, paintball, dancing , table tennis, social tournaments, domino
18. Outside gym like the Cape Town Trim Park with checkpoints with trim park facilities.
19. Upgrade facilities (track and football training pitch gym, ) and get necessary equipment and good coaches
20. Build Health and Wellness Center including climbing wall and gym and indoor hall with sections for fitness and wellness education, workshops, boot camps.  
This centre should have affordable fees as it should aim for students to gain knowledge to live a healthy lifestyle with the physical aspect. It can also can create employment and training site for SRES students as instructors and provide practical hours for students internships.
21. Create indoor multipurpose/ high performance centre to improve performance and skills for sporting codes and catering for disabilities, injury and rehabilitations and health assessments on campus.
22. Educate students about health risks and about sport and recreation.
23. Establish interfaculty/departmental competitions incl. lecturers and students.
24. Create awareness around sport, exercise and health and fitness on campus.
25. Bring a friend next time.
26. Create fitness teams of professionals and mini-tournaments in changing codes from week to week including teams from communities.
27. Offer sports and recreation days/ athletics days/ fun days with obstacle courses which can also develop into anti diabetics and cholesterol drives, include communities.
28. Offer outreach programmes where students should support worthy causes and raise awareness for social problems of UWC community and communities around them
29. Solve problems around public transport and late night travel which makes it difficult to participate in sport and recreation for students off campus and the training times are late in the evening which is inconvenient.
30. Come together and make a difference!

**b) A further question addressed how the university can involve the surrounding communities of UWC** in sport and recreation activities. A questionnaire was developed to consult the student community on the case for sport at UWC but also with regards to the impact sports have on the adjacent communities by viewing the university within its broader

environment. When asked about how UWC can help develop sports and recreational activities for the surrounding communities the feedback was:

1. UWC should continue to make their facilities available to communities, schools.
2. UWC should make more recreational activities accessible to the surrounding communities at flexible times.
3. Open varsity sport where communities can participate.
4. UWC students can offer sport and recreation clinics at various schools
5. Provide lessons to school on how to swim.
6. Offer Sport and recreational programmes for troubled teens in the community
7. University assists with equipment in schools.
8. Students can spend Saturday's teaching underprivileged children/adults different sports and recreational activities.
9. The university could create, manage, and maintain sports within disadvantaged communities.
10. Offer outreach programmes in communities for the fight against crime and gangsterism.
11. Offer workshops for adults, parents, coaches, unemployed youth on how to start recreational activities in their communities assisted by UWC students.
12. To organise a "fun day" at the university where community members can come and make use of the university facilities to create a sport and recreation community off campus.
13. Getting the university sports teams to play against other community club teams instead of just playing other universities.
14. Involve students in outreach programmes where students support worthy causes and raise awareness for social problems and challenges the university community and communities around them are faced with.
15. Offer workshops, talks and presentations to the communities with regards to health and social issues linked with recreational programmes.

#### **4. Lessons Learned: Practical Insights and Recommendations**

**The responses by both undergraduate and postgraduate students were well thought through and show an awareness and interest of the students to contribute to improve the campus as a community. The responses further show that a need exists for students to have a vibrant campus atmosphere where all students can participate in recreational programmes and events providing entertainment and fun whether its indoor or outdoor activities. The linking of recreation with cultural events such as dance is seen as important and is recommended.** Health and fitness awareness should be promoted but with a strong focus on recreation and safety /transport issues to facilitate student access should be addressed. The survey also shows the quest for students to make a difference.

The second questions reflect ideas the students have to link the university closer to its surrounding communities. This approach would develop the students as part of a campus community which would grow closer together not through competitions but through joint

recreational activities, through fun and enjoyment. This campus community would then grow beyond its borders including the surrounding communities where students can implement similar activities and become true change agents in their communities.

To achieve this aim **using former and present UWC talents as role models is another practical insight especially to create awareness amongst the youth.**

**Ten years ago Archbishop and Desmond Tutu, the former UWC Chancellor said, “ Through properly organised sport we can learn to play together with respect and with laughter, we can learn to all be on the same team and in the process we can contribute to building a new South Africa that is a just nation for all”. (Archbishop Desmond Tutu 2003).**

### **Recommendations**

Sports Administration, SRES and UWC’s more recently established ICESD Centre have been involving students in outreach activities. So far mostly students from the Faculty of Community and Health Sciences are involved in programmes on campus. However, more students from all faculties should be involved. Emphasis should be placed on the community outreach /engagement aspect on but also off campus. Emphasis should also be placed on the non-competitive but rather social part of sport, on recreation, games and play to involve a majority of students to adopt a healthier life style with regular healthy exercise, healthy nutrition and to develop to the well rounded change agents the university is setting out to promote.

### **Specific Recommendations include**

- 1. Get a joint understanding of the meaning of community development, sport and recreation, play and game on campus**
- 2. Integrated approach of health, wellness, social, sport , environment is recommended.**
3. Involve a majority of students to adopt a more healthier life style, regular healthy exercise, healthy nutrition but also provide a chance for them to give back in form of community outreach programmes using sport as a tool / to develop to the well rounded change agents the university is setting out to promote.
- 4. Using UWC former and present talents as role models**
- 5. Offering opportunities for internship, community development and youth development experience for students** to promote university and community programs
6. Involving students from all faculties in a whole range
- 7. Be led by the students and their ideas ( see above list )**
8. Empower and capacitate teachers, coaches, trainers, parents and volunteers and offer joint programmes in the communities
9. Capacity building and training programmes for community ( accredited short courses ):  
To capacitate teachers, volunteers and coaches with necessary concepts, skills and methodology in order to present implement and monitor and evaluate educational activities such as sport and recreation and creative activities which directly teach and influence life skills and life style choices positively. Included in this process is the

development of an educational toolkit which will assist with future implementation of programmes.

10. Create Sports \Facilities Partnerships. UWC is cognizant that the current facilities are not adequate to provide for wider community participation, and hence the focus is on the importance of a partnership approach between government, business and community. The partnership will focus to access both UWC as well as, local government sports facilities to ensure successful implementation of programs. Standing arrangements for some facilities are already in place; however, extended relationships forms part of UWC's strategy.
11. Conduct a proper a proper scoping study on the University in community context including the extension and fusion of sport and development activities and the integration with neighbouring communities – Take views of UWC management, student , staff and the respective communities including the municipality/provincial departments into consideration to be clear on a joint approach and to meet the diverse expectations.
12. Create a spatial development plan. As a previously disadvantaged university a proper assessment must be made of the UWC location within spatial context regarding transport systems and design, safe access to shops, malls, movie theatres, social amenities and also sport and recreation.
13. **Work as a team to make a difference and use sport and recreation as a tool !!!**

## 5. Conclusion

Lifelong learning should include lifelong activities in sport and recreation for a lifelong healthy lifestyle. Many of our students, however, have not been exposed to this concept in their former high schools ( as PE became redundant in the 1990s) and not in their communities due to South Africa's apartheid history and a still exiting lack of facilities and equipment. Sport development should include the club and competitive side for a minority which is talented . More important, however, for the vast majority of the students is the recreational side of sport which addresses the areas universities would like to develop our students in:

- Physical development
- Health
- Emotional aspects (empathy, self-esteem, responsibility for others, giving back)
- Social aspects (teamwork, respect , fair play),
- Educational/academic aspects (responsibility, discipline, commitment, time management)

Both sport and recreation are important legs of the country's sport and development vision reflected in the National Plan of Sport and Recreation ( NSRP, 2012) as " an active and winning nation" . In 2016 it was concluded that an active community development

component ensuring involvement would add a third dimension in form of an active, winning and caring nation. The 2017 initiative of Sport Administration and ICESSD including the needs assessment of coaches and resulting **Leadership and Coaches Development Programme for High Performance and Community** focussing on personal leadership and social transformation is therefore an important step to change the landscape to coaching as it contributes to the capacity building of coaches which will have a direct impact on their athletes and communities.

### References :

- Keim, M. (2003). *Nation Building at Play, Sport as a Tool for Social Integration in Post-apartheid South Africa*, with a Foreword by Archbishop Desmond M. Tutu, Meyer & Meyer Sport (UK) Ltd., Aachen, Germany
- Republic of South Africa (2012) Department of Sport and Recreation National Sport and Recreation Plan Republic of South Africa, Pretoria
- University of the Western Cape, Institutional Operating Plan (IOP)
- University of the Western Cape, ICESSD Strategic Plan , 2015-2018.
- University of the Western Cape , Sports Administration Strategic Plan
- UNICEF Report on Sport, Recreation and Play, August 2004:1



## PART C: STORIES ON THE BENEFITS OF SPORT AND RECREATION

The **Storytelling method** is recognized as an acknowledged research methodology and is especially valuable in giving first-hand accounts of evidence as well as allowing participants to the research to articulate their own views in their own way. Stories are primary sources of evidence. The Case for Sport Research Team was delighted when the previous Minister of Sport in the Province, Dr Ivan Meyer actually read the Case for Sport stories in Parliament and thereby providing a platform for that child's story to be directly told to the top decision-makers in the country.

The **Storytelling method** has also been employed very successfully in this study and improved the participation in the project. In **Phase 1 of the Research Project**, second and third-year students were utilized to design and manage a story-telling competition. More than a hundred stories were received mostly from high school and university students and only ten stories were selected for the research that included participants from MOD Centres. The focus of the stories was on the benefits of sport and recreation to communities. In **Phase 2 of the Research Project** we have also included stories that were written by MOD Centre coaches that attended an Olympic Value Education Course as well as stories written by participants as part of the Post Graduate Diploma in Sport and Development at UWC. This year's publication (2017) therefore makes use of three categories of stories.

The focus of the stories is mostly on the benefits of sport and recreation to communities. Striking stories that give first-hand accounts of youth that moved away from drug abuse and gangs have been recorded. Because of the indirect advantages of sport for spectators as a form of leisure, two stories were also included from a spectators' point of view. As with the use of cases and case studies the reader should note that the stories are open to be read and interpreted in terms of its meaning and the implications for sport and socio-economic development. This means that the reader becomes a participant in this research in attempting to understand the stories that people tell. The intention is that case development and story-telling acts as a vehicle for modern day teaching and learning methodology whereby all of us in fact learn and contribute to this debate. It is hoped that these stories may be used in various ways by practitioners and scholars alike for people to read and discuss and to develop options for the improvement of sport and development.

## **STORIES BY PARTICIPANTS TO THE POST GRADUATE DIPLOMA FOR SPORT AND DEVELOPMENT**

### **STORY 1: The development of sport in poor communities**

Siyabonga Tyandela

May 2017

I am involved in sport and development because I felt like I had a responsibility to develop the youth in my community. My job also requires me to be involved in sport and promote students to be active so that they can be good citizens of tomorrow. What we share with them is that the sport is important in their lives. Sport teaches everyone to be active and being active is part of your daily life style which teaches you to exercise every day. Sport is a common language for many people, everyone can understand each other regardless of gender, race and culture, and on the field of play everyone speaks one language

sport also promote self esteem, being low self esteem person I think sport played a very big role to everyone as a because when you involved in sport you got the sense of responsibility to your sport and also the responsibility of being a role model to community. By participating in sport also give you a fun way to learn about yourself, it will also give you a guidance about being a how to be a team leader and how your action affects other people in your life. I also learn that in life everyone has its own mistake no one is perfect.

#### **Who has been your role model in life**

My coach is my role model, the role that he had play to me and my community; he inspired and motivated me to grow without barriers. Today I am what I am because of his contribution, I remember back in the 90s when he identified me as good athlete then I had nothing but dedicated to my sport. Challenges that I came across almost destroyed me but through his guidance I am what I am because of him.

I remember there was a time I had no money to go to the tournament which was in Durban and I had already told myself I was not going and decided not to go to the gym that week because the pain that I was going through it was too much for me to handle. He came visited me at home and asked me why I was not going to the gym that week, I had no choice but to share my story with him that I had no money to join the team that was going to Durban, guess what was his response; if it's the money that made me with draw the I should go to the gym, he made it clear that I should not make money as an excuse.

I realize later that I was not the only one who was going through financial challenges but he was doing was not tell everyone that he is helping you. Half of the club was facing same challenges and he would go around knocking doors asking for sponsor to assist the kids that cannot afford.

I still remember very well in 1999 when I selected to represent South Africa in Japan, he bought for me a new karate suit and brought to my house as a gift in the presence of my family. Contribution that he had made to the community is what made me to be what I am

today. Today I can proudly say I am following to his footsteps I have my own club where I experience what I use to go through, I can easily identify a student that is financially needy.

### **What is the role of sport in your own community**

Sport is very important in our life. It can make our life comfortable and happy. If we can play sports we can learn time management and responsibility and brotherhood. we c Sport is an activity where everyone can participate in regardless of class, race and gender.

Sport draws on, develops and showcases peoples' strength and capacities. By putting emphasis on what people can do rather than what they cannot do, sport has the ability to empower, motivate and inspire individuals and their communities in a way that promotes hope and positive outlook for the future.

Some of key responsibilities of sports in my community:

- Sports reduce in youth offending and anti- social heavier
- Increase culture of respecting and tolerance among young people
- Reduction in crime and in alcohol and drug misuse

End of story

## **STORY 2: Why I am involved in sport and development**

Thabiso Mapreme Shongwe  
May 2017

My involvement in sport and development, has not started when I enrolled for this programme with the University of Western Cape. I reckon as a primary school boy, I was heavily involved in athletics. Athletics were the main ideal in my life as a child who was a primary scholar. I started personal-self training programmes to supplement the one that our physical teacher has already put in place for all the school children who were athletes.

What motivated me the most was how the other athletes out-performed me in 100m and 200m dash. What made them so fast and quick, why are they faster than me. I wondered? I started to keep company of these boys, listened to what they were saying and doing, in and out of the field, although I was the black sheep in the group but I knew that they were not supernatural, but strong and had the special thing called “stamina”.

When I graduated to secondary school they were now plenty of sporting activities to choose from, athletics being one of them. Now I realised that I was one of the fastest sprinters in school, the rugby coach approached me for recruitment. I had my conditions, I did not have rugby playing boots and other rugby accessories that needed to be bought. I had to improvise, work as a garden boy to make extra money for my needs. Before I graduated in secondary schools to tertiary level, I was one the muscular guys in school, being part of the bodybuilding school team as well as the eighth-man in the rugby field. Tripling my talents was amazing for me.

However being me has taught me a lot of things about athleticism or should I say sport and development. Being an athlete of any shape or form needs dedication, sacrifices but not limited to resources. I have seen most prospective talents going down the bridge, because of the lack of financial support, emotional support and as well as the effect of the surrounding environment. That includes politics, economics and the status quo of every existing community in our time.

My wellbeing, my people and the environment I am living in, is the sole motivation of my involvement in sport and development. I have served at the public sector as a teacher in a secondary school for six years, Coaching and mentoring learners on how to become a potential future sportsman. I enjoyed working as a teacher because I was getting the freshest minds mould them into what is called “human in totality”. In human movement studies we taught that a complete human should have the three attributes fully developed at the tender age which is; mental, spiritual and physical. Somehow are felt the edge to break my boundaries. I got a new career path on the University of Limpopo as a sport officer. Being a

sport officer has open the whole world of sport to me in the sense that it has no limits according to my perspective. I mentor and coach students knowing exactly how their background could be like, Tertiary sport compared to secondary sport administration varies in a very big way. I have learned that my involvement in sport is or was not about me benefiting from it, but by benefiting the ones I am surrounded with, to share my experience and knowledge.

Who has been your role model in life?

Throughout my life, from the day I realised who I was and what I am capable of doing. I would honestly be not telling the truth if I will point at a single person as a role model of my life. Many people have played different significant roles in my life. Coming from humble beginnings I have seen people, relatives and neighbours, teachers, and friends. It was either they come close to me or they distant themselves from me for different reasons I did not know. What I have learned from those experiences is the power or the gift of giving from those who were willing to come to my rescue during the times of distress. My giving or involvement in sport and development will and has come in different shapes and forms through teaching, coaching, facilitation and administration of sport at primary level ,secondary, tertiary level where are I am currently employed, and as well as in my community.

The people I have used as role models in my life are countless in number. But they are those I can single out. Our first black President, former boxer (sportsman) Nelson Rolihlahla Mandela. In many ways and many times I have rhetorically questioned myself about his motives in his movement, to liberate the oppressed and sacrifice his life for many. It takes courage and a static state of unchanged mind set. To dedicate your life to one common goal is not most us can do, but again on the same note, Mandela was not a supernatural he had what we call in sport “stamina”. Everyone can exercise and achieve it but not everyone can sustain it and live with it the rest of his /her life span.

Mandela has modelled my life in many ways. Through giving and selflessness of nature I have learned how to be a Madiba of my life in sport by giving limitlessly, my time I spend administering sporting activities does not equals to monetary incentives. I spent time in what I love and doing what I believe it is assigned to me by any supernatural powers beyond my understanding. I am not going to drop the baton, I will carry this legacy until such time, where I cannot.

What is the role of sport in your own community?

Sport in our time has many phases. The most memorable things we could ever remember about sport in South Africa was our national rugby squad taking the world cup, and indeed the 2010 world cup being hosted in our motherland continent Africa, on our back yard South Africa.

During the 2010 World Cup I saw how all the stakeholders being fully involved in sport. Politics, Economics, Markets, betting the list is endless. How all these stakeholders benefited from this sport rendezvous. However not only South Africa has benefited from hosting the FIFA soccer World Cup. This benefits came with disadvantages. Legal and illegal immigration. Immigrants as far as central Africa, west, north, east everywhere came to South Africa. A lot of things came with the world cup. Drug dealers saw an opportunity to traffic their illegal substances, human trafficking rose to the par, pick-pocketing and all sorts of ill-behaviour was brewed.

Sport is capable of playing many roles in our communities. In most communities today in South Africa we suffer the strife of illegal drug abusers dubbed “nyaope boys” It appears or seems as if the legal system has somehow failed to balance the scale of justice as regards to handling the issues of nyaope. I regard myself as a sport agent not on the field or in the classroom or lecture halls, but even outside those domains. I handle myself like a sportsman. My language promote sports, I always leave doors open for people who are struggling with a habit. Currently I am running an NGO that has a 90% of sport elements in it. My target group is drug addicts, school kids who drinks and smoke, old people who think no one cares about them anymore. I congregate this people of all walks life, educate them about their lost hope, tell them to kick that ball and see if it rolls again. I make them sweat, healthy body means a healthy mind I tell them.

Sport has saved so many lives on the street. Case in point Mike Tyson was a pick-pocket and a gangster according to (google), boxing took him off the streets of gangsters. He became a world champion for many years before he was defeated. Taking Mike Tyson as a specimen he was two things a thief and had aggression. He took his weaknesses and used them positively and became the greatest boxer of our time. No one except him has become a world champion at that age. Sport perform miracles in our lives according to a study, proper exercise or involvement in any other recreational activities can or could alleviate your life-span. Most psychologist have most often recommended a recreational rehabilitation to reduce high levels of stressors (google). According to Dr Edward group DC,NP,DACBN,DAFM he emphasizes that proper exercise increases libido. That is just the little that sport does on our communities. I am looking forward to discover more of the benefits of sport in our communities.

### **STORY 3: Sport and the importance of youth development**

Juanita Muller

Through sport I as a sport woman, coach, facilitator and mentor create a space for youth to have faith in themselves to overcome challenges and support them. I want to use my life experience and solutions to challenges in my sport as guide for the youth I mentor. Youth must appreciate the value of life and be part of social change. In my netball and rugby participation, I was a racial quota player and that gave me my share of painful experiences in my sport involvement, just to name one of my challenges. Sport encapsulate many emotions and sport involvement, for me, became a way to release many negative and positive feelings.

Few years ago, I decided to become more involved in community development but more specifically, youth development, using sport as vehicle for life skills. Over the years, I developed my own leadership style, create my own plan for development, and enhance my personal leadership potential. I treat each youth at risk or community different when it comes to sport and development. Each one has its own uniqueness. I do see myself as a change agent and my leadership can bring vitality.

As a motivator and leader, I have the power to inspire and mobilize others for positive actions. I can see positive change in the youth I have impact through sport. My personal mission statement do guide me daily as a life skills coach: To motivate positive change and facilitate youth at risk, people with disabilities and Communities. To make an impact in the lives of youth at risk through sport.

I also have girl pride! Being part of a few woman rugby players in the Western Cape and an International Rugby Board Level one female rugby coach, especially in Stellenbosch. I know that as a sport person-, my sport participation made me a better coach and I am empowered to develop my female athletes into a better person on and off the field.

My sport involvement also helped me building character values like honesty, teamwork and fair play. Following rules and respecting others shaped me in my professional life. Losing a game was never fun for me, so I took winning gracefully and losing humble. Sport became part of my life. In my career I deal with a lot of working stress and being involve in sport, especially competition side helped me with self-respect, confidence, and stress management. Sport over the years improved my ability of my brain with increase concentration, creativity and mental health.

Age is just a number! I hang up my rugby boots at 42 years of age after my last game running on the field as the captain of Pniel Rugby Clubs women's team. It is hard to describe the the feeling of belonging and be part of a team. I do miss it but I feel more content when I am in my boots as a rugby coach and I can coach and change lives!

My passion for sport is also a great factor in my life. Just as passionate, I was on the field, my passion, as fan is also another piece of my sport involvement. I do not scream at no one, not even at my seventeen-year-old son, Keegan- You must experience my passion next to the field when I enjoy every moment of a game being played as a fan.

From a very young aged I got involve in sport. Both my mom and dad played sport and in a way, I was force to sit next to the soccer and netball fields. I enjoyed every moment of it and that to me, today, is where I met my role model, Gert Johannes Jaap. He was a keen sportsman. He was a real gentleman on and off the field. Gert left school at grade 7 to work and he contribute to his brothers' and sisters 'education. He brought up his kids to be a winner with in yourself. He was very loyal, proud and committed. He was a motivator in his own way. Nothing that kept, this humble man from living his life to the fullest. His life was filled with quality time with his loving wife, children and grandchildren. Gert was an entrepreneur of magnate. He was open minded and an opportunist in his ways. He safe and took his wife and kids to Mauritius for a holiday.

My role model played soccer for one of Stellenbosch' local community football clubs. Every Saturday he left his house with his wife to support their kids next to the soccer, netball, rugby, hockey fields. All on one day. The two of them moved from sport field to sport field and that at four o'clock every week he got his chappies bubble and got his soccer on and ready for his own game. He moved gracefully over the soccer field as his kids and wife supported next to the field. Not once did Gert show bad sportsmanship on or off the field. He was captain at all games and that showed his leadership. He trained all his kids himself; he showed them some moves that no one else thought they had the skills or courage. At an old age, Gert had taken his wife to France twice. He also had the privilege to play rugby in France with his wife next to the field. That briefly is why my dad is and will always be my role model.

Sport has been part of my family for years and not only has my family benefited from sport, our community benefits through sport participation. Sport help our communities in bringing our local people together. There are various sport that members of the community can be involve with socialise or just engage in more active and healthier lifestyle.

Community Sport can offer a lot according to the community needs. Community development will grow when there is a growth in mass sport participation. The sport grounds are also a great platform to identify your community leaders. Sport bring also various partners and groups together. Sport stadiums in communities are the responsible of the local municipalities and therefore is a safe place to participate in sport. Sport is also an agent for integration. There are community members that cannot afford to go to a gym, sport gives them access to local sport facilities.



Corporate Social Responsibility & Corporate Social Investments are also ways that communities can benefit financial through sport events. These encompasses projects that are external to the normal business activities of a company and not directly, for purposes of increasing company profit is very positive. These projects have a strong developmental approach, utilise company resources to benefit and uplift communities, and not primarily driven as marketing initiatives.

Social responsibility bears several connotations, ranging from corporate consciousness of environmental impact to the concept of athletes being role models. Our own kids from the communities become leaders. The youth see not only a top athlete but also they see that athlete as from his community and that is what sport also brings to our communities. Each community member, no matter age or gender have his or her one dreams. Sport is a way to reach that dream. Professional sports teams around the world are leveraging their brand and resources to better their communities. The social impact of sports philanthropy is growing.

School sport is also benefiting our communities. After school, sport can improve community cohesion and be a way of reducing the risk of out of hour's vandalism and anti-social behaviour. Many learners have social ills and have than the option to be part of a sport initiative after school. Yes, many of our schools are not that well developed when it comes to sport, but this is where those strong natural sport leaders come in play. They can be the game changer and the motivator each youth are looking up to. Community sport clubs are also using sport to keep our youth at risk safe. Volunteers running sports clubs can be the coaches that keep kids from drugs and alcohol. The future well-being of our communities depends on raising a new generation of skilled, competent, and responsible adults in sport.

#### **STORY 4: The role of sport in my community**

Geubuza Mabuza

The main reason for being involved in sport is to contribute in the identifying and development of talented athletes in the country. This is because I was once a talented youngster who needed to be scouted at an early age and be channelled to proper development structures. Thus, my involvement is based on trying to provide opportunities which I could not have as a youngster.

- I aim to make a significant input to the country's vision of having an active and winning national while using sport to transform the country's imbalances. In the past the playing fields were not equal for all races and thus I hope to be part of individuals that assist in levelling the playing fields for everyone in the country. This can be by providing equal access to sporting opportunities to everyone irrespective of race, gender, social class and background.
- The country has abundance of talent & resources but we are performing at a level we should; so I also aim to contribute in the country striving to reach its full potential in terms of performances on the international stage.
- Sport has proved that it can be a useful tool to forge social cohesion and build friendship and companionship amongst people. Personally, sport has enabled me to strong friendship and network with people from walks of life. Thus, I use sport as a way of interacting and socializing with people.
- Sport has assisted me to build my self-esteem, character and sense of discipline which teaching me about teamwork. Additionally, sport helps one to know his or her strength and weaknesses. It helps me to develop my interpersonal and social skills.
- It has being proven that the society is less healthy due to the food intake and lack of physical activities. So I use sport as a way of having a healthy lifestyle by being regularly involves in sport, be it football, running/jogging or aerobics. Thus, so healthy well-being sport can be used to have a healthy society.
- My love for sport especially football is as a result of family influences, upbringing and community surrounding. It later resulted in me being a football fan, being involved in sport as a fan of a particular club or individuals helps you feel sense of belonging because you are joining other people that share the same interest in that certain club or individual.

- As I was a full-time coach for a development club for seven (7) years, I enjoyed the role a development coach has in moulding young people off and on the field. The self-fulfilment one gets when a young person grows into a responsible individual.

**Role model in my life: My Grandmother: Catherine Mabuza**

- Sacrifices she made and keeps on making to help others have a better life. As an unselfish individual, she gets a sense of fulfilment when she contributes positively in someone's life even if it might lead to her being disadvantaged.
- What she achieved in life despite her tough upbringing motivates and inspires me, she has proven to me with a strong will and character you can achieve greatness despite your background or upbringing.
- Her humility, humbleness and modesty despite what she managed to achieve in life. Her understanding of life that we are all human beings before our titles and material possessions.
- The love she has for people, especially her family and her way of showing it.
- Her perseverance, discipline and commitment to achieve her life's objectives. She has taught me to always do your best in whatever you are involved in and keep faith that one's hard work will bear meaningful fruits.

**1. Role of sport in my community**

- As someone from the township, I have witnessed sport uniting people from different backgrounds who are under normal circumstances. For example, we have our annual Community Games every festive season and the Games are made up of teams from people from Nkxwankowa but working outside of the township and people that are based there fulltime. The Games enable us to touch base with each other after a year of not being in direct contact with each other. People usually unite when they have a common purpose and interest.
- Sport uplifts the community's economy and part-time employment, wherever there are sporting activities there are bound to be vendors and that automatically generates income for them.
- I have experienced on numerous occasions whereby sport clubs from my community contribute towards people having self-pride in themselves and where they are from. This is mostly seen when one is outside of the community and people state a sport club from the community when they hear where you are from. It assists in instilling the sense of belonging.
- Enables building of networks, friendships and partnerships. Sport has contributed to various individuals starting businesses together after meeting through sport. On countless occasions, friendships and relationships have been established through sport.
- Sport has led to various individuals being known and respected in the community that it would not be the case if it was not due to sport.

## **2. Conclusion.**

Sport has been part of all my life either as active or passive participant; it continues to be at the centre of my life as a career and as an active participant. Thus, I aim to learn more about sport and how it can improve my life but most importantly the society in general.

## **STORIES BY MOD CENTRE COACHES ON A VALUE EDUCATION COURSE**

### **STORY 5: Balance between body, mind and will**

Written by: Cruden Daniels

Not so long ago I was matriculated at the Western Cape Sport School. A school of excellence through sport and education. Having a balance between body, mind and will you will achieve. Physical Fitness to me is one of the important things the body need. I personally never liked to train/practice but through fitness and looking after myself I am going to the gym regularly.

The mind of the person is like an engine of a car, without it you can't drive, without the mind the body won't react. I always believed that getting enough rest and drinking lot of water, the mind/brain will stay fresh. I also believe in having a positive approach to certain aspects in life so that you can achieve more. "If you apply your mind to it, you can do it".

Being a coloured boy in multi-racial school it was hard to adapt but eventually I managed. We started our own bible study classes and make sure that we all equal, and understand what it is to be human being. Developing spiritually, mentally and physically is an asset for your future.

In conclusion it is advisable to have a holistic approach whether its sport, arts and culture etc., in anything you are doing.

-----

### **STORY 6: Believe in yourself**

Written by: Natasha Willemse

I am Natasha Willemse from Laingsburg in the great Karoo. I love my home town because it is filled with love and respected people. It's the place to be, where everybody care for each other. The people are friendly.

We inspire each other. We take care of children in our community. We keep them away from drugs by using sport as a tool. We show them the good in them, make them believe that they are far better than anything.

Let the spirit of harmony lives among them by showing them the real talent. Let them strive for excellence. Keep them motivated. Be honest, love what they are doing. Keep things fair and square. Not even the warm day keep us off. Be friendly when we sad, people know how to cheer us up.

The roots and foundation that was laying in our lives. The moment we cherish each other.

### **STORY 7: Experience the Olympic Values**

Written by: **Bernito Buys**

I am Bernito Buys, I was born 1991-06-01 in Laingsburg, a small town located in the dusty Karoo. I matriculated at Laingsburg High School in 2011. I had a rough few years after I completed my matric and before I started at MOD programme.

I got into gangstarism, smoking dagga, steeling and my life was just reckless until we got caught bombing an ATM. I lost three friends that day, one got shot and the other two got both 12 years imprisonment.

People pointed fingers at me as I got off freely of everything. I prayed to God for help and started playing soccer. Soccer and God saved my life. Today I coach children like I was never be a victim of gangsterism. Today I am trying to make a change in young people's lives.

Through Soccer and by attending church every Sunday, people look at me with different eyes and even remind me of good change I've made in my life. Today, I am someone's hero and people trust me with their children.

I gained respect and I thank God for making me a better man.

-----

### **STORY 8: Forgiveness is important**

Written by: **Kobus Fourie**

Forgiveness is important, it set you free from the past and focusing on the future. Today the values of people lives means nothing to some, because they killed, raped, say words that killed the meaning of living with respect, love and dignity. If you are not teaching the kids from a young age the values of life and the meaning of how important it is to respect others. The will grow up with a mind that always telling them the negative instead of the positive.

Once in my life, I was hurt by a guy who put a knife in my throat. I lost too much blood and I couldn't breathe, I felt a hand helping me to lying down but there was no one, and I realised that, the lord was with me at that time. People around me was crying and think that I will die, but I tell them not to worry I was not going to die because the lord knows that his work through me is not done yet. Some asked me, if I know where I was and I said yes. I gave them my mother's details so that they can inform her about the incident. The ambulances arrived after a few minutes and help me. The police was also there and asking me to open a case against that man. My response to them was no. They asked if I'm sure about my decision, I

said to them, yes I am. They keep on insisting to open a case plus they were not sure if I was ok or not, they were keep on asking the same question. I told them no, I was not going to open a case.

During that time a lot of people come and visited me, even those I didn't know who they are. Someone was saying, shame, he's been thru a lot but he is trying to smile, even though I couldn't manage to smile. My mouth was not the way it was supposed to be. After a few days, that same guy came and asks forgiveness and my answer to him was, "I already forgave you, go and ask the lord to forgive you too". During that time, many people don't understand why I was doing what I was doing. But by the grace of God, I knew how to forgive and live a better life without keeping any grudges.

I have learned to give love, forgiveness and respect. During the hardest time of your life along the way you will win some respect from others. You will change people's lives. You will change people even if you are not aware of it

That guy and his family started going to church and he also got respect from other people. I was an inspiration to others to get back the values of forgiveness, love, respect, courage and to build a stronger health relationship to be the best friend I can be.

Live the values that you were told by your parents.

-----

#### **STORY 9: I'm not perfect but I am better**

Written by: Zithandisile Bula

My name is Zithandisile Bula; I live in Hermanas in a place called Zwelihle (kwasa-kwasa). I have five brother's one son and my father. I work at Zwelihle Primary School as assistant coach of art, culture and sport. I am 27 years old and I am a male.

I started working as a cleaner volunteer in this school. I met lot of children with different challenges like me. There was this boy who was coming from a disadvantaged background like me. I am writing this story about him because he changed "bit by bit", he was having a bad behaviour when I met him. I set down with him and I told him about the importance of life plus values like respect, friendship and fairness.

I told him how important it is to respect yourself before you respect others, if you respect yourself you will be able to respect others and respecting others you will be respected. Friendship develops when respect takes place in both individuals. Making friends means starting to connect and share positive things which will benefit both people in life.

Life need friendship and friendship need respect plus to have respect you need to be fair. I try to change him to be a person in life and in future.

Change a person in your life for a good course and to be good in future.

-----

#### **STORY 10: Never Give up!**

Written by: Mirriam Yawa

I Mirriam Yawa I am who I am today. I am a girl who is black in colour and short. I am here today not because of not because of anything, I am here because of my dream and the situation.

I grow up in a family of three, my older sister is married, and my brother and I am the last born. My aim in life was to help people's lives in other words to save their lives. But the situation forced me not to be the best I want to be. Because my mother was the only breads winner after my father passed away while I was very young.

It was the time that I started high school I did get an opportunity working as the ambulance lady/ driver but I didn't complete my levels of the course, due to financial problems. But I didn't give up until today.

But with God everything is possible, I found a job which is binding me by helping the kids in my community, which is I am proud of. Today I am a role model in my community I am well known, respected because of the commitment that I made with myself and my community. All though my dreams fails but by not giving up my dreams are still there.

I would like to encourage everyone that whether in life the is no open doors and its dark, that doesn't mean you have to give up in your dreams

Never give Up in Life You Want to achieve # Story of my life

-----

#### **STORY 11: Respect and changing someone's life**

Written by: Justin Arries

Today as I was walking to the shop, I saw Keisha and her friend arguing and swearing at each other. I just looked at them while passing by. I just looked at them while passing by. While I was shopping I just couldn't stop thinking about the way they were behaving outside in front of elderly people.



While standing at the till I overheard two old ladies talking about those girls who were arguing and swearing outside. I felt ashamed because I didn't even tried to stop them. The other lady told the other "these kids of today, they have no more respect for us". So as I walked out, I went straight to them.

When I got there, they all kept quiet. I spoke to them about their behaviour and how it affects the elderly people and younger kids played there. I asked, "Why do you girls behave like this, don't you have any pride and respect for yourself and others"?

You are such young and beautiful girls who wants to throw their life in bin just like that. Please stop that behaviour and please, please respect yourself and others. That attitude would bring you know where.

So after that, I went home to make my dinner and after 20:00 pm I went to bed. The next morning I saw Keisha and her friend, they were playing to each other like never before. They were laughing and dancing. The one girl came to me and said, "Thank you Uncle Justin for teaching us how to respect one another and ourselves"

While walking away from them I just couldn't stop thinking about the good deed that I did I felt so happy for changing someone's life.

-----

## **STORY 12: Respect is something very important**

**Written by: Sbu Goma**

Respect is something very important, it gives you a dignity. You don't just get it, you must also give it back in order to get it. As I am working with kids and passionate about them I always make sure they respect each other and sport that they are doing. I make it my responsibility to teach, show and give them respect.

There was this learner who came in the programme two years ago, he was a very big problem, and he made everything about him. He wanted all attention for himself, he was so bully to others and had no respect at all.

I noticed that and spoke with him and somehow I had to be hash on him sometimes. I had to make him run for the whole afternoon session. Sometimes he will say I don't like him, but I spoke with him about his behaviour.

Sometimes I even punished him by giving him food after the programme so that he can see that it's not that I don't like him is the way he did things. But along the run he came to the party

because he ended up being good athlete. He took responsibility and he also learn discipline plus friendship to others. He knew how to behave himself and to among others.

With respect you can go anywhere and it's easy to build friendship.

---

### **STORY 13: Responsibility is the power of choices and living by the values**

Written by: Sivuyile Mgobhoza

We are all banded by the responsibility of free will and the power of choice. Your future is determined by the choices you make today, not what you read about, not what someone is telling you and obviously your past. We are blessed by the power to differentiate between good or bad, blessed by the power to know wrong or right.

I have chosen to do the right thing to other people, I have decided to try my utmost to differentiate between good or bad and will strive to good to other people, for I know, the good you do for other people, be it you know them or not live on in their hearts and minds even after you are gone, they will never forget you.

Through life values, I have then chosen to respect the person next me. I have realised the huge amount of responsibility that I have with regards to importance of communication throughout life in general, I have decided to value friendship all cost. I have chosen to be honest to myself and other people.

This is the life I have chosen, "I have decided to change and be the change you want see in this world".

---

### **STORY 14: Sport as a building block**

Written by: Werner Roelfse

Sport can be a building block to create the future stars of tomorrow. To create the future stars, we can use certain values to establish those blocks. Respect, friendship, and fair-play are some of the certain values which can be implemented. As an athlete you must show some respect, build friendship and do fair-play if you want to be an Idol in/ through sport.

To earn respect you have to show respect. Respect to your players, coaches, your community, your opponents, and if you don't have respect for yourself plus others, no one will show you respect. An old man once said "Respect goes along way with fair-play."

If you show respect for sport you can implement fair-play. Keep sport clean and fair righteousness is a good example of fair-play. Through respect and fair-play comes friendship.

The saying is that, “You will be judged by the friends that you go out with”. Building friendship through sport is a stepping stone to building a better future.

As Nelson Mandela say: “Sport has the power to change the world”, it has the power to inspire, and it has the power to unite people in a way that little things does, it speaks to youth in a language they understand.

---

### **STORY 15: Story of my life**

Written by: **Johannes Sakarea**

April 2016, I went to Cape Town 60 kids to play a game called (Kho- Kho) it’s an African Sport. We arrived at Tokai at night around 20:30 evening. We went to have supper.

After supper we went for accommodation, we were four of us as coaches, and we share our rooms with kids. Each coach was having 15 kids in his/her room. After we received our accommodation we went outside parking lot for a small session/practise. On our way outside I asked the caretaker for our room keys because we left our valuable things in our bags, but he said, there is no keys for our rooms, I was shocked.

On our return to our rooms, the bags were lying around and some of the bags were searched, I asked the boys to check if everything is ok in their bags. Their money and toiletries were gone to most of them. I called the caretaker and show him what happened. We asked him who else is with us in that block. He said only one school is there. We called the coach of that school and try to find out about the accident.

He said we can call the cops, but is not his team. My boys wanted to fight with the other team, so I said to them, let’s not fight; we came as a team so the best solution was to share everything like soap, toothpaste, and body spray.

The next morning, we took turns to shower and we went to play a nice game. After the game we went to that team we argue with the last day, we shook hands and left home.

That is were the life values comes in, the boys forgive and forget about that incident and they know value of respect and fair-play can lead you far in life.

---

**STORY 16: The life in Vrededal**

Written by: Leknie Skippers

One day I was about to go to work, as I was passing the road a man was running up and down. He and his wife or girlfriend was fighting about their children. The lady was sad about the way the man was handling the problem.

He was shouting at her and so I was to go and asked if I can help because I can call the social worker or someone. The man was calm and he told me if it is possible for him see the social workers so that he can tell them the reason for him to fight with his partner.

The social worker arrived and we went to their house and they explain their problem where it started. The lady asked the women and she told the truth, then she asked for forgiveness and she also plead for respect to her man, the guy forgave her. At the end of it all the social-workers then decided to help them about communication.

The social-worker visited them on a daily basis to see if they keep their promise about respecting each other and a good balance between them and kids. They have joy at the end but due to lot of fighting in their marriage too much happened.

Communication and forgiveness is the key to happiness and long life.

## **STORIES ON THE IMPACT OF SPORT BY SCHOOL CHILDREN**

### **STORY 17: HOW SPORT IMPACTED ON MY LIFE IN ROOIKAMP**

Zenaldo Fredericks

Once upon a there was a young boy whose name was Zenaldo, they called him Nallie. He lived in a small town called Ceres in the “Rooikamp” which was known as ghetto. He is a very emotional and loving person and the community he lived in had no vision; he had to live with shebeens around him.

The entire community worked at the factory earning minimum wage, just enough to get through the week. They did not know what it was to have an over flow of food and money, they could not even decide what to eat and had to be satisfied with what there was to eat on the day.

He lived in tough conditions, gangsters controlling their area and nobody doing anything about it because they were too scared. Children were exposed to gangsters, drugs, alcohol and violence was the order of the day. No one could sleep with all the fighting and gun shots throughout the night. Poverty ruled their lives and they didn’t know how to overcome it. He grew up with only having a mother: his father left and did not even send money for his mother to help raise him.

Many times he found himself in the claws of discouragement and he was very mad at his mother for letting him live in such conditions. He also blamed God for not helping him at the time.

He went to school and things went a bit better for him. He had more security and felt safer there. They gave him food at school, and it helped a lot for he sometimes had to go to school without having anything to eat at home. He was so angry at the world that he did not want to participate in anything at school. At recess he will play rugby with the boys but it ended there. Most of his classmates played rugby for the school, and he never had any interest in playing sport.

One day the teacher saw him playing with the boys during recess, he was so impressed that he asked Zenaldo to play in the school team, and he even came to their house and asked his mother’s permission. She said yes because she figured it would keep her son out of harm. Against his will he started to play rugby , sometimes he would pitch and sometimes he would just not show up for a game. One day his teacher got angry and told him that he had a lot of potential and that sport could open doors for him.

He did not really understand what his teacher meant but began playing regularly. At the age of 13 he made it onto the provincial side and was so happy, things started getting better when the model C school offered him to come to their school and play for them. His mother did not have any money; she did not have a permanent job. This school was expensive but they told his mother he would get everything for free.

As time went on he went through high school playing rugby, his life started to change, his mind-set and his way of living. He knew that there was hope and a way out of these circumstances. He made provincial a few times in high school as well and got offered to play at higher levels for money and to study for free. Through his rugby his coach got his mom a permanent job and things got better financially at home. At least now they were sure of having something to eat every day.

If it was not for rugby/sport he would have been one of the guys who are still trapped in drugs and gangsterism like most of his friends. His circumstances were the right ones for him to give up but sport showed him that there is hope and that your dreams can be reached if you believe and work hard.

This boy Zenaldo is me. Sport changed my life and the circumstances in my community. We have 7 social rugby teams in our town and most of the players were gangsters. Rugby brought our society together there is also no more “shebeens” in our area.

It took time and a lot of effort but things changed for the better for our community and me. I played in most of the provinces in our country, made lots of friends because of rugby. I serve Christ and am a better person because I was introduced to sport/rugby.

I know now what my teacher told me when I was 13 years old, I understand and I am thankful. He passed away a few years ago but thanks to him and sport I am what I am today and still believe that sport can change many more lives like it did to me and my community.

“WHEN CIRCUMSTANCES KEEPS YOU DOWN IT IS YOUR DUTY TO RISE”

## **STORY 18: SPORT AND RECREATION IN MY COMMUNITY - SALDANHA**

Nicole Barends

Sport & Recreation can help my community especially the youth to start believing in themselves and in their talents. With their programmes they can bring back positive influences to change the behaviour of disbelief in my community.

My community, Saldanha in the West Coast, is a very beautiful place with lots of talented people and tourist attractions. Sadly we are struggling with a lot of social problems like drug abuse, teenage pregnancy, alcoholism and a lack of entertainment for the youth. Since the start of the sport and recreation programme there has been a huge change in the behaviour of the youth. They started believing in themselves again and the message has been sent out that anything is possible if you just believe in yourself no matter what your circumstances are. Sports and recreation also helped a lot of the youth who never participated in any activities before. They started living a healthier lifestyle and started to act as role models in the community. Many of them, who never communicated with each other before, have learned to bond and work as a team.

For myself, sport and recreation really gave me more self-confidence, because I'm not really a social person. I love dancing and acting, but I've never showed my full potential, because I am a very shy person. Through the sport programme I practice daily and built up a lot of confidence to perform in front of a lot of people.

I have a friend who had a drug addiction for almost 4 months now, but after I invited her to join me for a sporting activity one day, she enjoyed it so much that she built a trust in one of the sport and recreation coordinators to share her drug abuse. They told her to focus on her talents. The attention she received made her become a different person. She has been away from drugs for almost 2 months.

I always use the following example to my friends about Ashwin Willemse, ex- springbok player. He was involved in gangsterism and on his way to jail or to the grave. Through sports his life changed rapidly and today he is a great sports commentator. He is a big example to everyone who has no hope. I'm very proud to be part of the sport and recreation programme in my community and will always believe in their phrase "A CHILD IN SPORT IS A CHILD OUT OF COURT"

Thank you SPORT AND RECREATION for your positive influence in my community and for your light that shines in our lives. GOD BLESSES.

## **STORY 19: CHOICES IN LIFE: RAOUL IN HANOVER PARK**

**Lynne Reagon**

In Hanover Park, Cape Town lived a boy named Raoul Peterson. He lived in a small, 2 bedroom council house with his mom, brother and baby sister. Raoul attended the local high school and played soccer for the local soccer team too.

Raoul's mother had a job as a shelf packer and made very little money. Even with the little money she had, she ensured that all her children had what they needed although there were some days when they had very little to eat. Raoul would often go without food so that his family didn't go to bed hungry.

Raoul attended school from 8pm till 3pm and then soccer from 4pm till 6pm and played matches on Thursdays. On most days, on his walk from school to soccer practice, he would meet up with some old school friends that had started using and selling drugs, and due to their addiction, they had drop out and decided not to complete high school. Instead, they had turned to selling drugs to support their drug habit and make money.

On his walk to soccer, his friends would constantly try and make him do just one "drop" with them. They promised that it would be just one time and he'd make enough money to buy food and lots of other things Raoul had thought about it many times but always declined their offer and ran off to soccer.

On days when Raoul had to go to bed hungry because there was not enough food for everyone, he would often think about how much easier life would be if he had some extra money to buy what they needed at home.

One day when there was absolutely no food in the house and his baby sister had no milk, Raoul decided that if he just did one drop, he'd be able to buy enough food and milk until his mother got some more money. Raoul decided to phone friends and agreed on the drop.

The drop was to be done at 7:30pm on a Thursday. Raoul found himself stuck between the decision of playing his soccer match or doing the drop. The thought of his baby sister not having enough milk kept playing over in his head. He decided to do the drop; just this one and never again.

Thursday came, and it was time to do the drop. Raoul and his friends gathered at a local corner shop. They were to wait for a blue Mercedes to park across the road and flash their lights three times to identify themselves. Raoul's soccer match was also at 7:30pm that same night and scouts from different universities were to be at this match.



7:20pm came and Raoul started getting nervous about the drop that had to be done. His hands started sweating and he felt uneasy. He kept telling his friends that he did not think it was a good idea to do the drop and that he had a bad feeling about it. They never listened to him and tried to talk him into believing that it will be fine.

Raoul still felt uneasy and decided that he would rather not do the drop and attend his soccer match instead. Raoul left his friends, with them shouting behind him that they knew he would never complete the drop. He ignored the nasty comments and ran fast as he could to make it to his match on time.

When Raoul finally made it to the field the match had already started but his coach was so pleased to see him that he put him on the field as soon as he got there. Raoul ended up playing at his best and got scouted and offered a scholarship to study at the University of the Western Cape. Raoul was so excited. He ended up crying with happiness that he did not end up doing the drop with his friends.

At the same time of announcement of his offer and their choice of selection for the scholarship, police sirens were sounding in the background. One of Raoul's friends had been caught by undercover police and had been busted for possession of a large amount of drugs.

After one of Raoul's friends were caught, charged and convicted with a sentence of 10 years in prison, the others involved in the drop decided to stop both selling and using drugs and go back to complete high school.

Raoul's decision to not do the drop had changed his life as he went on to study, get a qualification and give his mother and family a better life without struggle. His example had also changed his friend's lives, who decided to go back to school and stop dealing drugs.

## **STORY 20: MY JOURNEY OF GROWTH THROUGH SOCCER AT SCHOOL**

**Christopher Mpumelelo Mvelase**

We do not need to know the history of “Who was the first person to run” (probably Adam being chased by Eve) or “Who invented soccer” to feel the joy sport brings to us. We need to participate in sport to feel the impact sport has on our lives.

I grew up in a small town and there wasn't a lot to do but every year I managed to participate in at least one more sport. It was mainly because of our pastor, he used to have a rule for our Youth Group. The church rule was each and every one of us in the Youth Group had to participate in at least one summer sport and one winter sport every year at school or at home.

I started with soccer which used to be the main focus of my life as a boy, during the week I would come back from school, forget to change my uniform and head for soccer fields. As a result my mother used to complain of how she had to buy me new Toughees shoes every time because I would wear out my shoes by playing soccer on the streets.

We used to play soccer up until it was dark and the rule at my house was that I needed to be back in the house as soon as the Appolo (street light) was on. So we would play on the streets, still half dressed in school uniform. We had the time of our lives!

We would play small teams of five per side and play against boys from other extensions. This kept us busy as there were a lot of us, we got to make new friends and all of us wanted to be in a national team one day.

Years flew past and by the time I was in high school because of my pastor's rule for our Youth Group at church I had managed to play more than one sport during winter and summer. I played soccer, basketball at home and athletics at school, I was grown up, things had changed I no longer came back from school and headed to play without changing my uniform, I had a soccer kit and use to change into it before I went to practice, sweet sixteen we were all busy figuring out where we belong in the world , trying to be a DJ and doing a bit of Rap we use to get up to a lot of things ... but mainly sport, playing soccer at home and athletics at school ensuring that we were too busy to get into too much trouble, some people I knew were not so lucky and sadly bad habits such as not completing matric caught up with.

My soccer “career” was not that formal as it was with friends from my extension, we would play soccer together during the week after school and over weekends, the main thing about us getting together was that we became really close friends; we were like brothers and influenced each other in a good way.

The athletics at school was more formal with our school competing against other schools , use to win medals and some of the best memories I have of my high school days was representing my school and running cross country

The sport I played helped form the type of man I am today, I used to work with friends I order to make sure we scored against the other team, so it helped my team work skills. The hectic athletics training sessions at high school that lasted long hours taught me the value of hard work and how, if you persevere, it works out in the end. Confirmation of the above came in the form of the medals I won for the hard work I put in athletics.

I was doing my bit in playing sport and it was more than just a game! By the time I got to university I got lost with the lectures but got the hang of things after a few days. On my first year I use to jog every once in a while but use to stay off campus so I never had a lot of time since I spent most of my time travelling to and from campus, on weekends I would go out with friends and we would have a good time, dance quite a bit to house music, so that was kind of a sport, or maybe not.

In June of my first year at varsity, I was going to stay on campus for an extra two weeks before I went home so I thought I would join the gym around the neighbourhood I stayed, the gym was nice and had a pool, two squash courts and weights, so I thought if I can gym for two weeks before I went home since my exams were done I would be in shape by the time I got back to campus for second semester.

So I went, joined the gym paid one month's fee( R250) and gymmed for two weeks before I went home, I didn't use the pool or squash court (could not swim or play squash) but it was good that the gym had the two other activities.

After going home for the June holidays I my first year, I was back to the second semester, staying of campus still. I no longer had time for gym but only to find out that I still had to pay the gym fee even though I didn't go! What happened was when I joined for one month they made me sign a contract , I did not read it(the contract), it actually said I had to pay for six months whether I gymmed or not so from June to December I paid for a gym fee even though I didn't even attend the gym.

This taught me a valuable lesson, I learned it in my second year when I got residential accommodation; you see the gym fee I had paid was R250 a month for a small pool, weights and two squash courts. I thought it was cheap in my first year and it kind of was but now that I stayed at res, gym for the whole year is R300, squash court membership is R70 the whole year and I have a coach that helps me with my squash game for that price and free access to an Olympic size pool.

So the lesson I learnt after having signed up for the gym in my first year was appreciation of the access to good facilities I have on campus to do sport, I was meeting new friends with squash and exercising at gym which I enjoyed a lot. Playing soccer with the guys!

Sport has been more than just a game it has brought meaning and happiness in my life. Helped me meet new people and ensure I enjoyed my time at res. Whenever I jog on the track or practice with my coach for the UWC Athletics Club I realised how much more I can achieve in life and this motivates me. Sport has truly been more than just a game!

## **STORY 21: HOW SPORT HAS HAD AN INFLUENCE IN MY LIFE AND MY COMMUNITY.**

**Kelello N Moeketse**

I am a Southern-Sotho girl born in the East of Johannesburg (Ekurhuleni) also known as the East-Rand; I was raised in Daveyton which is one of the townships surrounding Benoni. I participated in a lot of Indigenous games, at the time I did not know that they were called indigenous games. Everyone who grew up in a township has played one or plenty of these indigenous games.

Personally I would like to say that I was fortunate enough to grow up in emotionally abusive household because the situation has taught me to be a young, strong and outspoken person. I remember an incident whereby my mother was carrying my brother on her back and my father was beating her up. To me it seemed as if they were having an argument up until my brother began crying, that is when I realised that this is not normal.

I was enrolled into Benoni West Primary School and I realised that almost all of the girls played a sport called netball I was not interested because all I knew was racing and running long distance races. Netball seemed very girly and did not understand the rules that came with it, so I decided to try out athletics I made the long distance team, long jump, and the 100m sprint team.

I did not realise that the track events drifted me away from reality then, as I was only in grade four. As I grew older and was forced to play netball in Physical Education I happened to fall in love with it. I went for trials and I got into the u/12 team, after playing Goal Attack for the second team I was moved to the first team for the rest of the season. Later on fell in love with a sport called Korfbal I made it into the first team.

This taught me that I can be anything I want to be as long as I put my mind to it, Rinus le Roux proclaimed that "Possibility does not depend on what we know or what we think we know, it depends on our mind-set our willingness to believe that everything is possible". I then went to Wordsworth High School and I participated in athletics as well, played netball and I was also part of the choir.

I made it a point that I attended every netball, choir and athletics practice as I wanted to get over the fact that I sleep and wake up in an abusive environment. It has been said several times by different people that emotional abuse is more effective than physical abuse, because with physical abuse the bruises fade away but- emotions and the words that were used remain in one's head.

So going to practice helped me a lot in blocking everything out up until it was time to go back home. I lost a lot of self-confidence, self-esteem and in essence I became a fake Kelello, I pretended to be happy even though I knew that I was going through a rough patch, I was always there for others but I did not want my weaknesses to be visible at face value.

I told one of my friends about my experience and I found out that a lot of people are actually going through the same thing as me. Personally I think sport has played a vital role in my life and in helping me deal with my experience at home. I learned that to stand up for myself and my mother and brother, now my father is back to his normal state and we actually watch sport together. He is the one that encouraged me into Sport Science.

Sport has played a major role in my community because as I said I am from a location or rather a township, you find that there are not a lot of sporting facilities in townships. Only townships like Soweto get government's full attention because a lot of the Apartheid's well known icons are from this township. Nonetheless it has made a difference in a lot of people's lives, by helping them deal with problems such as self-esteem, self –confidence and being out spoken due to the fact that in sports you are made to feel important, vital to a team. You get to work together with different individuals that might teach you a lesson or two; you have a sense of belonging in sport.

It has alleviated crime in my township not with a large percentage but it is changing people's lives bit by bit, it has surely turned criminals that people feared into sportsmen. It has turned a large amount of drug addicts into active sportsmen, this helps in a sense that a lot of these people would literally steal assets from their homes, parents homes or even their neighbours to buy drugs. The mob or community would end up actually beating up the suspects to death, because they want to set an example for the others.

Sport has helped to alleviate poverty; I say this because some sport programs provide the children or people who are participating in that specific code with food such as tea and sandwich , or milk and porridge . It might not remove the individual from a state of poverty but it makes a difference, because the person goes there due to the fact that they love the sporting code and they get some sort of reward which is food or them- therefore the person does not have to go to bed with an empty stomach.

It is said that “ A healthy mind is a healthy body” or vice versa, when one participate in sports the mind or the brain actually functions better than a person who does not exercise at all. You learn to solve problems in a different yet better way, because your mind is trained to do so. You come across a lot of challenges while playing a game and you can use that in real life situations. This also includes my community's senior citizens, they go to our local stadium (Sinaba Stadium) and participate in aerobics and some actually prefer power walks or jogging.

In this case our elderly people's lives are prolonged because they are healthy, but it as problem because not everyone finds this interesting or important, even majority of the youth finds exercising or playing sport boring. It has helped a lot of people by teaching them

discipline, loyalty to their teams and families, respect for one another, Ubuntu (humanity), willingness, being true to yourself and taking control of your life.

Most of the time one finds that a child is expected to do things the way their parents wanted to get things done. In a matter of being forced into playing a certain sport they do not love it, but because their parents want the children to be their pride, you end up finding the children playing indigenous games in the township and participating in what they want them to be involved in at school.

Possibility grows in the fertile grounds of positivity, if the leaders of the community are negative they somehow limit the possibilities in their lives and the rest of the community's lives. We need leaders that will embrace the beauty, importance; the positive influence sport has in people's lives. Sport can change anyone's perception of life or how they perceive their current situation. Steve Bantu Biko proclaimed "I write what I like." I also chose to write what I like due to the experiences I went through and my findings in what I observed in my community.

## **STORY 22: THE DREAM TEAM FROM THE BO-KAAP**

Michelle Searle

This is the story, a true story of one fine day... when the great change came.

It happened in a derelict public park. Dangerous gangster creatures lurked in the corners, the ground un-walkable due to the shattered glass and broken decay of a generation lost and out of control. A public park, a community Dump... and this sadden me. So I decided TO MAKE A CHANGE,

Action speaks louder than words!! So I started to sweep away the glass until my hands blistered. A member of the community asked me what I was doing and why... I said "the children need a place to play, to run freely, to be surrounded by beauty in a safe, happy space"... oh, she said, but what you sweep today, will be there tomorrow... and I said "well then so will I!!" and I was sweeping daily, with the help of a new friend until finally all was done....and the awakening of a new dream had begun..

Over the next few years I took it upon myself to rehabilitate the park, inspiring parks board and city council, to help the transformation. And more and more children came. The gangsters moved out of the park, and when the painting workshops were happening, some even became enthusiastic, and put away their pipes for paintbrushes. My husband was instrumental in painting the massive 70m mural wall art, covering all the unsightly graffiti and the community children helped me paint the other surfaces, which was totally enjoyed by all. The children had not had the experience of expression through colour. Unfortunately the paint project had to come to an end due my paint resources running dry as well as my finances, (being a stay at home mother, and not earning an income....)

The next motivation was to have The Market in the Park, a fabulous, entertaining food fair, raising funds for the community. The proceeds went to the park and the Bokaap Neighbourhood Watch, the protectors of the community. All was good. Everyone was happy. I made sure the ablution facilities were reconstructed, new lights, new fences, new swings, park apparatus were fitted, litter bins were provided and my recommendations for the employment of a caretaker, successfully considered.

Then it was the birth of the garden, our little love garden. Seeds from the kitchen, children learning about permaculture and the positivity of growing your own food... It was easier after the council installed irrigation (I no longer had to water the park from my home!!) A battle well won!!!

Anyway, the park was blossoming (and still is) and is busier than ever. A brand new soccer and netball pitch was installed, to delight of all!!! What a positive blessing...Children, toddlers, teenagers and all the other community people and their cousins.... Playing, laughing, having



fun! No longer loitering on the street corners, without a purpose, without a goal. Ha ha soccer goals a permanent structure! Games and tournaments are constantly being hosted there.

Soccer practice every other day all, all ages. The local primary school also make use of the park during physical education. Come and play have also enjoyed the space for entertainment. And the mothers sit chatting in corners, and the sun shines, and everyone is happy....in a beautiful clean park, nestled on the hill embraced by the mountain , with a view to be cherished, by a community who also needed to be treasured... all for the love of it!!!

I have just a few more requirements on my wish list, before the universe blows me elsewhere!! (I foresee a creative recreation centre in the park, in a container. Which will also be utilized as The Neighbourhood Check Point, The Soccer Unit and Centre at which skills can be shared by the people for the people.... And perhaps a drinking fountain, quench the thirst, as I have been told a swimming pool is out of the question!!! I guess that is another story!!

This park is located in Bokaap. Bryant Street ... and is recognizable by the distinctive yellow flower on the tarmac... used for birthday wishes... Oh by the way, my name is MICHELLE SEARLE.... Mother of many 37 Bryant Street, Bokaap, Cape Town 8000

## **STORY 23: A SPECTATOR'S VIEW ON SPORT – MORE THAN JUST A GAME**

Theesan Vedan

Here it is: my explanation for your fascination with seeing grown men and woman hit, kick, slam, throw and roll a sometimes oblong and sometimes square object in the air, on the ground and into goalpost. In some sports these people hit, kick, slam, throw and roll each other. In other we await the athlete, to personally cross a finish line or cross it by choice of a variety of vehicles.

From the time I was seven years of age, I couldn't wait for the late December days. That was (and is) the magical time of the year when young men suit up in brilliant white cloth and engage in a 5day war of gentlemen; for the simple glory of knowing the feel of lifting a gold-plated cup and experiencing the feeling that we all strive for, success. Many other sports have kept me occupied. Sometimes I tune into a good soccer match, rugby or formula one (especially, in times of insomnia). Nothing however captures my attention as much as test match cricket.

I get excited about it. From the moment Dale Steyn releases the first ball, I hang on to every catch, cringe with each run and celebrate every wicket as though I were on field with the players. Sometimes (I'm told), I tend to get a little too emotional about my cricket.

My girlfriend gets a little upset about my hobby. She will be busy with my chores or whatever else occupies her time, when I suddenly erupt in an explosion of noise and motion. After she has jumped of her skin, she shoots me that automatically say "was that really necessary?" She pointed out once (it might have been on an anniversary or some other significant occasion) that it is all just a game. I remember glancing away from the screen, looking back at her and asking, 'Dear, did you say something?'

No sport has effectively addressed the most disturbing issues that plague mankind. But I feel that it has the power to make significant changes in the world. Changes that are realistic and could better the lives of my fellow South Africans.

### **The physical benefits**

This is the most logical benefit of any type of physical sport. Never mind scientific reasoning, just observe any sports jock and one would instantly understand the statement. And also for new babies, participating in casual sport league is an effective way to commit oneself to regular physical exercise. If you know your teammates are depending on your performance, you will more likely resist that double, creamy milkshake and engage in healthy activities that encourage physical development and overall health.

### **Social skills**

I think back to my schooling days and the many friends I have formed because of my various sporting activities. The regular social interactions build cooperative skills that serve players well in other arrears of life.

Let us take a look at our South African cricket team. It's like some sort of politically correct advertisement gone wrong: there are Christians, Jews, Muslims, and Atheists; people of every shade of rainbow, working towards the same goal without cultural or racial clashes. We have come to learn of the inherent commonality in all human beings.

Sport can also help us in the understanding of reality. In society that insists on pushing the ideal that everybody is a winner, the reality that sports bring to us is much closer to reality of life. Sometimes you win, but sometimes you lose. One should learn to deal with it because life will not give you a sympathetic head rub and say "Everything is fine, at least you showed up"

When considering fans of a sport or a team; we have to learn to handle disappointment. Champions fall, just as new ones are crowned. Some teams never seem to get above mid-level of their sport. We have to learn to accept the realities of life and celebrate the moments when they succeed and the boundaries of humanity are once again pushed beyond its previous limits.

### **Mental Benefits**

Playing sports allows people to vent life's stresses in constructive ways. I have found that taking a jog, during times of depression and high anxiety assists in alleviation of these mental anguishes. As one develops through sport, so does one's confidence. Eventually, this increased confidence becomes part of one's personality hence an improvement in one's self-esteem. There are many communities in South Africa where frustrations of oppression are apparent. Many of these people have turned towards recreational drug usage and alcohol as outlets for this frustration. Hoards of research money have gone towards developing control programs and drug rehabilitation centres. Perhaps the answer lies in simply introducing sport as a viable outlet for the frustrations of these people, coupled with an effective social upliftment strategy.

### **Personal Rewards**

If you excel at sports, you might be able to earn personal recognition of your skills by winning championships and trophies, which will boost your self-esteem. The best players might qualify for professional sports teams, which can lead to high salaries and fame. Of course, this is unlikely for most people, but the personal rewards you earn by committing yourself to and excelling at a sport will improve your life even if you don't become a professional player.

### **Hope and the Underdog**

I remember watching an Australia and Bangladesh one day international war, back a few years ago. Bangladesh was a huge underdog going into the match. They hadn't defeated any team of significance in the history of their inclusion into a game. When Steve Waugh stepped onto to the field, he looked as if he was rehearsing his post-match speech. He probably would have to thank Brett Lee for another five wicket haul, and the sponsors of course. Maybe he could make another snide at Graeme Smith, while he has the coverage. However, it was not to be, as Bangladesh did the impossible and defeated the then mighty, Australia. The Bangladeshi captain said something that moved me: 'It doesn't matter how many people are saying we can't succeed, there's always hope'. Well he did not say it in that well punctuated English, but his message was clear. We can be that "Average Joe" that steps up against the big boys and comes away victorious. If we don't back down (which isn't the same as refusing to compromise) and keep fighting, we can overcome even the greatest of odds.

In those breath taking moments when we sit on the edges of our seats, waiting to see what will transpire, we see what is possible for all of us. We don't have to spend our lives standing on the side lines, cursing what is wrong with the world. We can get in the game and make something spectacular happen.

### **It is inspiration in motion**

Never underestimate the power of inspiration. I would like to conclude this article on the topic inspiration. This is the reason that people all over the world pick up a ball, disc, stick, sword and run, swim and fly. This is the reason why I switch on the television every December 26<sup>th</sup> to watch yet another Boxing Day test match.

Sports showcase the very best within us. It shows us the will to win. It reminds us that anyone with a common goal can find ways to work together. It demonstrates the power of the underdog and the foolishness of underestimating our opponents.

It's inspiring, and when we're inspired, we're motivated. In those quirky little moments inside our own heads, we remember how common sense was trumped by sheer will. We remember how nothing is ever as certain as it may seem, and we use that motivation to make something positive happen in our lives. Sports reminded of us our limitations, but also show us how to overcome them.

Sports will likely never solve any of the world's greatest problems or South-Africa's for that matter. Wars won't be averted over a simple game of football or a rousing match of cricket. Diseases won't subside because two people entered a tennis court and duel it out over several sets. Life does not work that way.

However, sports can do more than just entertain us or provide an escape from reality. They are more than just a way to pass the time. They are a microcosm of the struggles we face

every day, played out in a fashion that leaves few lasting damages. They are hope, inspiration and life lessons, all rolled into a contest that means nothing on the grader scale. Just because the outcome may mean nothing on the grader scale however, doesn't mean that a game is "just a game".

## **STORY 24: POSITIVE CHANGE AND THE IMPACT OF RECREATION IN OUR COMMUNITIES**

Neema E Jengo

Sport and recreation refers to the time spent in an activity one loves to engage in, with intent to feel refreshed. It is a break from monotony and a diversion from the daily routine. It is a positive change from the stereotypical lifestyle and involves an active participation in entertaining activities that one is interested in. Sporting and recreational activities give enjoyment because, while doing so one engages in something they like.

They are the source of joy and they provide relaxation to one's mind and body.

Many communities enjoy recreational activities because of the serenity of them. In a country such as Tanzania, where life moves so quickly, most people (including myself) take great advantage in doing what we love most whenever we have the time.

The best example that I have experienced thus far is recreation through sports. Sports such as baseball, volleyball, cricket, basketball and such different games can serve as very good recreational activities. Sport-enthusiasts love spending time in sports activities which help them exert physically and also enjoy playing. Outdoor sports like the ones I mentioned above, also provide us with the means to exercise and hence happen to be one of the best forms of recreation.

Another best example that I have also experienced is 'Recreation through Adventure'. Those with a brave heart, like myself, take interest in activities like mountain biking, skiing, mountaineering, bungee jumping and similar other activities. The most recent visit I've had was the one I took in Salt Lake City in Utah where most folks there engage in the so-called Bungee jumping. Their theory is that it helps them trounce their fear for anything. So every weekend, there is a meeting point where folks would meet and socialise, before the great jump! Brave, I say, because such sports actually require one to have love for adventure and not everyone has it. Some of these activities fall under the category of extreme sports. These activities create thrill and excitement. They involve a certain amount of risk but surely serve as a source of recreation for those enjoying it, hence definitely bringing a positive change especially for me and my people back home in Tanzania as not many people are brave enough to do such extreme things. It surely makes one very brave.

As the saying goes, sports is more than just a game, therefore we have diversion through entertainment; Recreational activities like singing, reading, listening to music, watching movies, dancing, aerobics or pursuit of hobbies, serve as the best means to recreate. Our hobbies are activities giving us real happiness. Our hobbies are activities we truly like

engaging in, and engaging in something that we love doing is surely recreation. It has come to everyone's realization that when you do something that you are most content with then this can bring change in just any community. In a much more real context, most people in Tanzania enjoy singing because it brings them to a level of sanity that is absent if they are not doing what they love most. People are no longer as oppressed as they once were; hence they are bringing about their own change. Now we can get many "Black" people going to watch movies on the big screen than before. This means that their mentality has long changed and this culture is passing on to the teenagers too.

One of my personal favourites is Recreation for Amusement; Video games, computer games and surfing the Internet are some other examples of recreational activities most of us like to engage in. When I was in London for six months, most of my fellow age mates engage in all of the aforementioned examples because they feel that it helps them pass time and keeps them out of trouble. And this is true because once you figure out that there are "other" ways to have fun then less teenagers and young adults will engage in activities like drugs and the like thus leading to change for the better.

Furthermore, tourism, partying, shopping, visiting parks, museums and places of historical importance are the means of recreation for many because it gets people to appreciate the petty things in life.

Positivity to sports and recreation are outdoor recreational activities; these can range from nature walks to river rafting. Organized recreational activities are often planned by private clubs or government organisations. In Tanzania, the Government and non-government organizations make arrangements for group activities that can serve as the means of recreation for many. Sports, cultural activities and social gatherings are some of the organized ones. For example, the trip that I made with my family to Mount Kilimanjaro last year was planned by one of the non-government organizations to raise funds for charity. This therefore brought about massive change to our community.

Clubs and recreation centres also offer a variety of recreational programmes for people of different ages and varied interests so that they can socialize and get a move on from the boring long week! This reduces to a large extent drug abuse in most communities because of the opportunity to meet new people.

In many communities, I have noticed they divide recreation into two types. Passive recreation involves activities like strolling on the beach or taking a walk on the riverside, while active recreation is about engaging in adventure sports or outdoor games. Recreational activities can also be classified as indoor and outdoor ones. The former typically includes indoor games and pursuit of hobbies and activities that one engages in, for entertainment. Outdoor activities include sports, adventure, travelling and activities one engages in, for amusement. Recreation can be done in two ways; one can create in a group or recreate alone. Group

recreational activities include team games, group travel and sports. To recreate alone, one can engage in one's own hobby, turn to sources of entertainment (playing video games, web browsing, reading, watching movies) or travel solo.

All these activities are valued in some communities because they believe that it brings about positive change to them. People turn to extreme sports and also light sports just because it makes them content and sane.

Recreational activities give you an opportunity to spend time with yourself. Yes, they give you a time when you can meet *you*! Family excursions give you some family time. In Tanzania, or simply put, in many countries most people regard Sunday as family day so they use it for having fun and setting all their problems aside. Group activities and team games give you an opportunity to meet new people, make new friends and socialize. Some help you in developing leadership qualities and interpersonal skills. Although excessive amount of recreation is not advisable, a little amount of recreation daily is the need of a busy life. While being a part of the rat race of today, when you struggle to stay in competition, it is also necessary to give some time to yourself and your loved ones. Recreation activities serve this purpose

In addition to that, from all the experiences I've had in this regard, Sport and recreation provides opportunities for social engagement which can create awareness of difference and break down barriers for individuals and communities; Sport and recreation can be used as an engagement mechanism, to build relationships with other individuals. Sport and recreation can contribute to capacity building, particularly through volunteers being involved in decision-making and management. Sport and recreation can contribute to safer communities and tackling crime; Sport and recreation can offer alternative role models and peer groups, all of the above bringing positive change to a community, in other words, speaking from first hand, Tanzania has had massive change through sports and recreation!



## **STORY 25: A CHILD IN SPORT IS A CHILD OUT OF COURT**

Nosipho Engelbrecht

Give me an S, S you got your S! Give me a P, P you got your P. Give me an O! , O you got your O! Give me an R! R you got your R! , Give me a T! , T you got your T! , Give me the spelling SPORT!!

These are the kind of songs by passers hear when they walk or drive pass a sport stadium full of children, cheering on their team. Showing their support and encouraging them to up their game.

Sport is like a fruit in a fruit salad you don't just get bananas but you also get apples, strawberries, pineapples, paw-paw etc. Sport brings together a variety of people. In Sport you make new friends, you talk to people whom you have never talked to before. Other people also get to see a side of you which they have never seen before.

Sport embodies respect, discipline and self-control. It also teaches you to use your mind. You have to think before you make a move, you can't just kick the ball you have to calculate your move, so that your teammates get the ball and not your opponent. There are statistics that show that learners who participate in sport do academically better then learners who don't participate in sport.

Sport plus education is equal to greatness. With that combination you are definitely heading for success. You can pursue your sports career knowing if you get hurt, you have a break-up plan you can fall back on.

In order to be successful in sport, you need to have determination. The two people I give the "award" for determination to are Caster Semenya and Natalie Du Toit. These ladies have had so many obstacles thrown their way, but in spite of that they made it. They reached their goals through determination and hard work. Natalie was a good swimmer before she lost her leg. She turned her disability into ability and today she is a great swimmer. Caster's life was turned upside down in 2010 when her sexuality was being questioned. That was a very hard time for her and she took some time off. After her "me time" she came back and now she is stronger than ever. She didn't let people who were against her get her down. These two ladies empowered the youth to fight for what they want, even if someone tells them they are not good enough, not to give up until they have reached their goal.

In Worcester at the moment there is so much gang violence that people are not even shocked anymore when they find a dead body lying on the pavement, because it has become a common thing. These young gangsters have so much anger inside of them. If only they could that anger in a good way. Just imagine if they could express that anger through kicking a ball; no goal keeper would be able to catch that ball. If they could dodge rugby players on the field like they dodge bullets. They would score tries and not even the score board would be able to keep up with the team. Legends would be born and crime buried. It would be so great if gangsters could solve problems with a rugby match. No one would be killed but the winning team would earn their respect. I could already picture it (JCY's vs. Outlaws). The crime rate would rapidly decrease. And the youth would have a brighter future to concentrate on.

Everything starts with a dream and through hard work and determination. That dream could be turned into a reality. A child in sport is a child out of court. That is the dream and use (the youth) can make it possible.

## STORY 26: WHY I LIKE SPORT: A SOCCER SUPPORTER'S VIEWS

Siphamandla Made

*You have no control over what the other guy does. You only have control over what you do. – AJ Kitt*

May 31, 2011. The year subsequent to Africa's Soccer World Cup. A revamped Orlando Stadium is packed to the rafters. Vuvuzelousness, the order of the day. Today was our turn. It was our time. The Mighty Buccaneers, Orlando Pirates football club, "ezimnyama ngenkana" had finally arrived. The floodgates had finally re-opened, after eight, arduous, tumultuous years. On the reverse side of the coin, the now seemingly not so mighty Gladiators were in the doldrums. The deafness at the Cape Town stadium was beyond belief. You could hear a penny drop. Ajax Cape Town Football club had blown it! This was the ABSA Football premiership.

I was groomed from birth as a Pirates supporter. My family's loyalties are torn between Kaiser Chiefs FC and Orlando Pirates FC, the two giants of South African football. A famous saying goes, "when two giants meet, it is the ground that suffers." When Pirates and Chiefs meet, it is unfortunately our split family that always suffer. It has also resulted in two weeks of washing dishes, months of mowing the lawn and two months of bragging rights. But still, year in and out, the bets and wages remains the same.

This is sport. The fact that today you can be on top of the world, and tomorrow, licking your wounds. The fact that for today, I can be your brother, but not care in the slightest about your feelings. The fact that nothing is ever cast in stone and a match is never over until the fat lady has sung. Its unpredictability, our fear as well as our love for the unknown, is what continues to draw us to the field, stadia and our televisions sets.

Sport plays a fundamental role in uniting people. The '95 Rugby World Cup, with Madiba wearing the famous number 6 jersey of François Pienaar, captain of the Springboks, lifting the Webb Ellis trophy, even after the odds were heavily stacked against us, while playing against a powerful Jonah Lomu led New Zealand side, and the '96 African Nations, where Madiba was lifting the cup with Neil Tovey after Bafana Bafana beat the mighty Pharaohs from Egypt, are proud moments in our history."Madiba Magic", was ablaze. South Africa, the Rainbow Nation was in full blossom. Our people did not care who was playing. Some did not even know it was being played. All that mattered was that South Africa was on the map. It transformed us from a nation of hatred, to a nation of hope. Whether I was grey or orange, rich or poor, it did not matter. It was the turn of the Green and Gold.

During the varsity shield tournament, our University, the University of the Western Cape comes together. The Rector, Deans, Professors, lecturers, students and the community come together to celebrate our common light, the UWC Rugby team. Whether we are black or white, oppidan or residence students, 1<sup>st</sup> years or PhD, our blood is blue.

“Back your Bushies” the crowd shouts. For those hours, we are able to forget our assignments and our horrible test marks, our problems and we come together under one roof, to share an awesome experience. We do not win money, we do not garner fame, but we experience life.

The same phenomenon comes into effect when playing sport in a team. The goal of the team is the same. To be successful. Although made up of individuals, together you strive to attain that same goal. One objective. And whether you win or lose, you share the experience.

Sport allows the common boy from the dirty streets of Khayelitsha or the Cape Flats to make a name for themselves on the golden streets of New York. It does not discriminate on who you are and where you come from. It is a passage out of the poverty cycle, a way out. If you are good at it and willing to work hard, harder than the people next to you, then the world is your oyster. It gives you the opportunity to fly and determine how high your stratosphere is. Sometimes you will lose and sometimes you will win. It seems to balance itself out. Sportsmanship allows you to be strong and to be able to take good with bad, a lesson on life.

Sport has played a vital role in the shaping of my life. It has improved my mental and physical capabilities. It has brought me friends from all over the world, and it has taught me lessons that I shall never forget.

Why do I like sport? That question isn't easy, but no matter the answer, I know I'll be coming back next season.

## **ANNEXURE A: THEMATIC FRAMEWORK: INFORMATION REQUIREMENTS PER MAIN THEME**

### **6.1 General and strategic**

Sport and recreation strategies in South Africa are aimed at 1) increasing levels of participation and 2) achieving success in high performance sport. We are therefore especially interested in:

- Trends in participation; and
- Trends in performance. Trends in sport performance falls outside the scope of this study.
- Sport contribution in terms of the 12 Outcomes of Government
- Sport contributions to the Millenium Goals

Certain strategic issues may also feature in the study on the case for Sport in the Western Cape. Such areas include the availability of strategic planning, partnerships, the status and standing of policy, legislation, strategies, plans and research material concerning sport and development in the Western Cape. A Resource and Reference list of important sources of information on sport and recreation will be developed as part of the study.

### **6.2 Demography and sport demography of the Western Cape:**

Demography:

- Establish demographic profile of the Western Cape
- Population totals, according to age groups, sex, population group, migration
- Sport Demography:
- Sport codes (76)
- Types of recreation (typology).
- Western Cape listings (Recreation)
- Number and percentage of population participating in sport
- Number and percentage of population participating in recreation
- Sport participation in terms of age groups/ sex / disability and population groups
- Sport participation according to sport codes
- Growth in sport participation trends
- Number of visiting athletes, officials, coaches and other role players
- Sport participation in addition to formal membership: Per sport code
- Participation according to recreation codes
- Participation according to recreation codes: age groups/ sex and population
- Participation in recreation in addition to formal membership: Per recreational activity code
- Sport and recreation intensity: Hours per week for 3 categories.
- Sport as use of free time. Amount of free-time spent: TV, reading, spectator.
- Special initiatives: MOD centres

Western Cape Demographics and Socio- economic profile sources:

### 6.3 Governance and institutional information

- Key stakeholders and role-players in Government, Private sector and civil society
- Registered clubs, federations and other bodies (Conditional grant)
- Registered clubs, federations and other bodies according to sport and recreation codes
- Sport and recreation bodies not registered
- Sport contribution to Civil society mobilization and organization
- Cooperative and corporate governance
- Funders and sponsorships
- Registered NPOs, closed corporations and companies
- The state of sport management, capacity building & training, leadership and management as well as IGR typical fall within governance perspectives, these areas are not a focus point in the study.
- Regional and international relations

### 6.4 Economic and financial information

- Sport contribution to economic growth (GDP)
- Sport contribution to financial investment (domestic and foreign)
- Sponsorship, number and extent
- Government expenditure on sport
- Social responsibility / CSI expenditure on sport
- Spending patterns in sport
- Household expenditure on sport
- Sources of investment in sport
- Sport contribution to employment:
- Government
- Private sector
- NGOs and CBOs
- Full-time employment according to sporting code
- Part-time employment according to sport code.
- Employment in recreation
- Employment in sport according to job categories (Management, governance, professional, administrative, technical)
- Employment in sport compared to other sectors (Health/ Education)
- Volunteerism in sport

#### Events:

- Number and scale of events
- Financial investment / expenditure on events
- Impacts of events

- Community events

Sectors:

- Sport goods and services/ manufacturing
- Sport Tourism
- Sport and property market
- Sport and SMMEs
- Sport as corporate activity
- Types of businesses related to sport

6.5 Information on Social benefits

- Sport as a platform for information / educational contributions
- Sport as a school for democracy, reconciliation and peace
- Impact of sport on health
- Impact of sport in education
- Impact of sport on community safety
- Impact on sport on social welfare
- Impact of sport on community participation
- Impact of sport on social capital development (social collaboration, networks, trust)
- Impact of sport on human resources development
- Sport promoting active nation-building, citizenship and social cohesion (rights, identity, participation)
- Sport and communication; Media exposure and coverage (radio/ TV/ Printed press, Internet). Branded media
- Sport interfaces with culture and heritage, indigenous knowledge systems.
- Sport contribution to developing leadership, organisational, coaching, mentoring, administrative skills

6.6 Environmental and infrastructure issues

- Land utilized by sport, per square km/ meters
- Sport facilities square km/ metres
- Facilities and land: recreation
- Comparison of land utilisation by sport, education and health
- Environmental benefits/ Green economy
- Natural capital: Common-property resources and the environment

*END OF REPORT*